

*California Teachers Association*  
**CTA**  
*Journal*

September 1953

1,496



*California Teachers Association*

# Every third Employee owns part of Standard

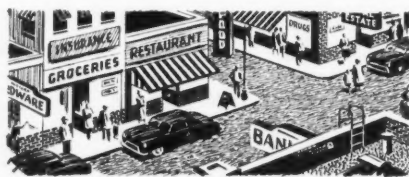


**Meet Forrest Dickinson**, a driller from Whittier, California—and one of the owners of Standard Oil Company of California. Forrest is bringing up three youngsters, buying a home, and is also building a family nest egg by investing in his Company through Standard's stock ownership plan. Forrest and other Standard Oilers who are 35 or older and have 5 years of service, may, if they wish, invest a portion of their pay in Standard shares. The Company assists by contributing a percentage of its net profit to the stock ownership plan. Thus, in addition to salary and employee benefits, For-

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trolled by any of the Standard companies in the East. *Questions or comments about our Company are always welcome. Write: Standard Oil Company of California, P. O. Box 3495-B, San Francisco, California.*

**STANDARD OIL COMPANY OF CALIFORNIA** *plans ahead to serve you better*



## SUMMERTIME

SCENES memorable, nostalgic, and beautiful crowd our memories as we return to classrooms and offices this month. "Summertime," the picture on our cover, records a fragment of California, focusing on a boy and a girl. That focus becomes sharper as children leave sunny slopes and cool shade to reenter school. It is one of the achievements of our profession in these times that the transition has evolved from a loathsome responsibility into an inviting expansion of adventure.

Taken by Richard Provonsha of Los Angeles, this photograph was judged best in the "Scenes" class of the 1952 National High School Photographic Awards. Familiar to thousands as one of the prints in Eastman Kodak's traveling exhibit, it illustrates the high level of achievement of high school students who master this new field of expression and communication.

## ABOUT OUR WRITERS

This fall, as usual, CTA has launched its annual membership campaign, distributing through Section secretaries printed literature carrying all the oomph of modern advertising. School Psychologist Dan Johnson of Oakland gives us a new slant with a philosophical discussion imitative of Plato's dialogues. Dan even gave us a manuscript complete with marginal notes patterned after Jewett's treatment of *The Republic*. Sorry we couldn't print it that way . . . but we think you will like Dan's logical conclusions.

Helen Knowlton is editorial secretary in the Santa Barbara city schools. Her brief note about a good public relations project should be of interest to many administrators.

A. Ewing Konold, principal of Santa Monica high school, sent us the piece of inspiring prose written by Wendell Smith. He explains that members of his staff are requested after three years of service, to write a statement of their plans and ideals regarding education. The paper is then filed with the teacher's permanent record. He felt that Mr. Smith's figure was so expressive he wanted others to share it. We felt so too.

Jean M. Grenbeaux and Russell Gates, though separated by a two hour drive along the California coast, probably have never met. We introduce them side by side on the pages of the Journal. Both men have developed ingenious teaching devices in the

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Volume 49

Number 6

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lighted map and model city described in short articles here. Grenbeaux teaches the fifth grade at Brentwood school, Ravenswood school district, San Mateo county. Gates is a teacher in San Luis Obispo county. Both have demonstrated effectively that the brain goes to work when the hands are busy.

Cecelia Cortage is a second grade teacher at Healdsburg union elementary school and an editor of the California Council on the Gifted. She won her Master's degree this summer with a thesis on education of the gifted child and hopes to publish soon a comprehensive research report and bibliography on this subject.

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*This list of names and addresses is revised and republished in the Journal periodically; it will appear again in the November edition. Corrections are requested. Readers are advised to use this page as a handy and authoritative reference.*

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# A Verdict for Responsibility

ONE DEPLORABLE and not uncommon by-product of the hysteria that sometimes accompanies the present war against subversion in the United States is irresponsibility—the wild and tenuous imputation of Communism to innocent individuals or groups whose thoughts and aspirations may not coincide with these of the majority of the accuser.

San Francisco has newly witnessed just that phenomenon. James Tarantino, publisher of a gossip magazine, set himself up as a radio commentator and pointed his finger at Miss Fern Bruner, a school teacher. Miss Bruner, he repeatedly said in print and on the air, was a reported Communist or Communist sympathizer. Now a jury has found that such charges were baseless and their broadcast was slanderous. It has assessed heavy damages against Tarantino and against the radio station that carried his irresponsible commentary.

The trial well illustrated the remarkably flimsy basis for the attack upon Miss Bruner's loyalty and character. It boiled down to idle gossip and rank speculation and false conclusions derived from ignorance and faulty premises. Tarantino pleaded, in effect, that he considered Miss Bruner a Communist (which she was not), because she was interested in the United World Federalists (as she was), which Tarantino believes must be Communist controlled (which it is not).

Tarantino, testimony showed, made only vague attempts to substantiate his premises or his conclusions, and the radio station was negligent in permitting the accusations which repeatedly went out from it.

The case presented one uncommon and welcome aspect. The accused woman found willing and competent defenders. The California Teachers Association, having investigated and disproved the charges against Miss Bruner, came to her defense. The Association is to be commended for its intelligent and courageous conduct throughout this case, for its willingness to take the obvious risk.

The jury's finding, we hope, will have an arresting and salutary effect, not only locally but throughout the United States. It will, we hope, halt the careless, the ignorant, the vicious public accusation of subversion against innocent and loyal persons and point up the advisability of carefully investigating such accusations before they are put into print or on the air.

This newspaper has always stood for responsibility, and now stands for responsibility, and will continue to do so even when responsibility may be thought inexpedient or unpopular in some quarters.

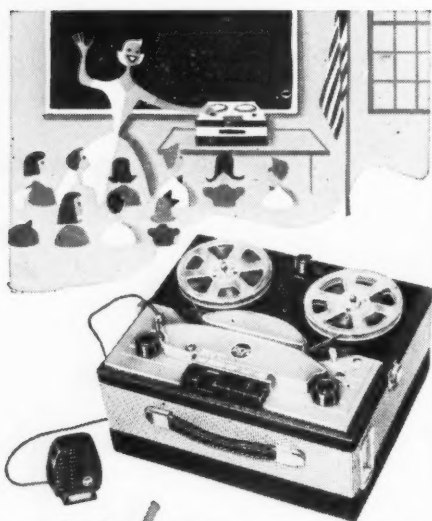
To *Wilson McKenney*  
From **ARTHUR F. COREY**

*This is a much better editorial than I can write. Why not use it on my page?*

*AFC*



Arthur F. Corey  
CTA Executive Secretary



## NEW RCA PUSH-BUTTON TAPE RECORDER

**Makes Teaching  
more Effective  
more Interesting**

You've a wonderful experience in store . . . teaching students with the aid of the new portable RCA Push-Button TAPE RECORDER.

No special skill is required to make good recordings. Just push a button . . . you're recording! Push a button . . . you're playing back! A press of the finger starts, stops, records, re-winds, and plays back true-to-life sounds that only an RCA quality machine can capture.

### EASIEST TO USE

Two Speeds: one for higher quality reproduction, the other for extra-long recordings. Dual Track Tape up to 2 hours' playing or recording time. Recording Volume Indicators show when recordings are best. Tape Time Indicator shows how much tape has been used. Just drop tape into the slot for quick-sure threading. Long-life, trouble-free construction, ideal for classroom use. Sturdy, easy-to-carry, reinforced case. RCA Sound Tape provides best in magnetic recording.

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Please send me additional information on RCA  
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Name \_\_\_\_\_ (Print)

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City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

Cordially yours



HELLO again. It's good to be back, isn't it?

Preoccupied with campaign strategy at Miami Beach in July, the 259 Californians who attended NEA Delegate Assembly were disappointed when Rex Turner failed to win the presidency. But we consoled ourselves with two afterthoughts: that Rex would remain in California and that the Southern gentleman who came from behind to beat the two biggest NEA states is qualified to serve with distinction.

It is pure irony that California, one of the youngest states, should be regarded in the education hierarchy as a rich uncle—with cool respect but with little warm affection. It is not regional pride alone which urges us to talk glowingly of our higher salaries, billion dollar building funds, tenure, retirement, and other teacher welfare advances. But our progress has been so rapid and our position so secure that outside observers mistake our leadership for smugness, a Western brand of aloof snobbery. A curious trick of human nature makes the rich uncle desire affection above respect. But the wistful opinions of his poor relatives will not deter his progress or weaken his objectivity.

While this may sound like sour grapes, I hope you will credit me with accurate observation. And do not assume that we are blind to our own weaknesses, that we have nothing to learn from the world about us. While our professional organization and program is superior, we must learn a great deal about effective teaching standards and ethical self-discipline. Other states are finding answers to knotty educational problems; we do well to listen and observe.

While few resolutions adopted by the NEA convention were the sensational type which make headlines, they demonstrated professional growth and an awareness of public pressures.

(Continued to Page 24)

## Standard School Broadcast Schedule

### Music— a Language and an Art

Preview of the Course Oct. 15

#### WHY DO WE HAVE MUSIC?

To Entertain Us	Oct. 22
To Help Us Work	Oct. 29
To Express Emotion	Nov. 5
To Excite Patriotism	Nov. 12
To Worship God	Nov. 19

#### WHAT IS MUSIC?

Vibration	Dec. 3
Rhythm & Melody	Dec. 10
Harmony & Counterpoint	Dec. 17

#### HOW DOES MUSIC SPEAK TO US?

With the Human Voice	Jan. 7
With Percussion Instruments	Jan. 14
With String Instruments	Jan. 21
With Woodwind Instruments	Jan. 28
With Brass Instruments	Feb. 4

#### WHERE DID MUSIC HAVE ITS BEGINNINGS?

In the Ancient Orient	Feb. 11
In the Biblical Lands	Feb. 18
In Greece and Rome	Feb. 25
In Medieval Europe	Mar. 4

#### WHEN DID MUSIC TAKE ITS MODERN FORMS?

In the Classical Period	Mar. 11
In the Romantic Period	Mar. 18
In the Nationalist Period	Mar. 25
In the Twentieth Century	Apr. 1

Other lessons, dates, and list of stations broadcasting the Program are given in the Teacher's Manual.

#### TEACHER'S MANUAL—FREE

Available to teachers or leaders of listening groups. Request Cards have been sent to principals of Western schools. For additional Request Cards, write to Standard School Broadcast, 225 Bush Street, San Francisco 20, California.

**STANDARD OIL COMPANY  
OF CALIFORNIA**

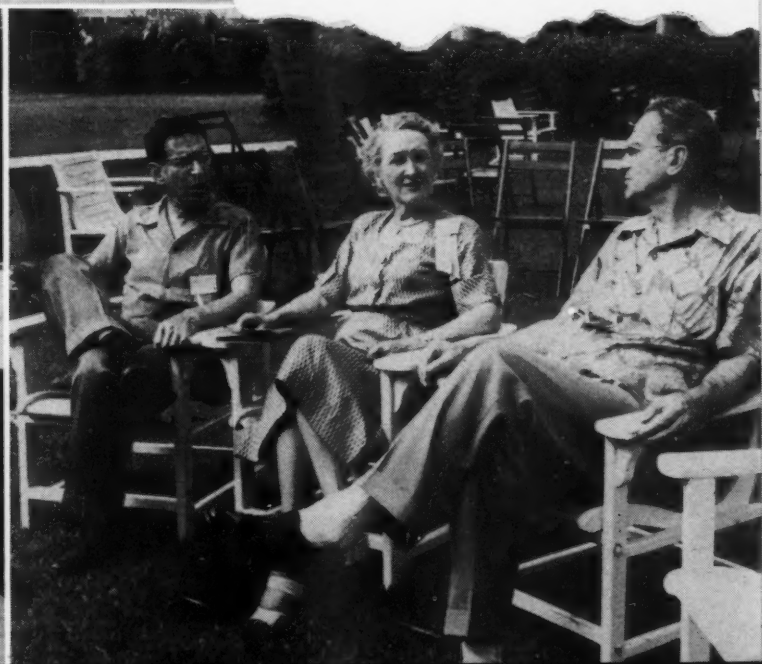
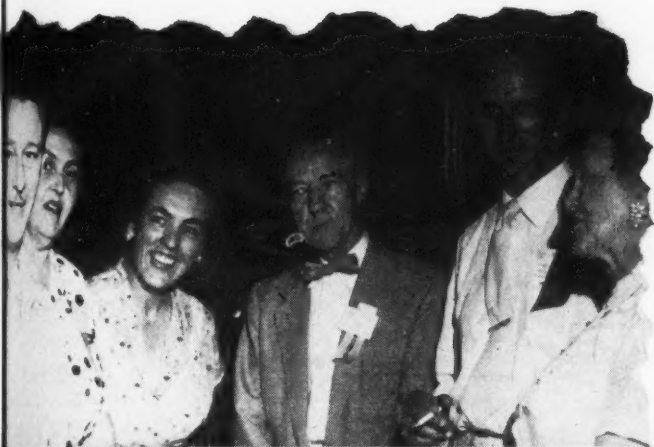


# Educators meet at Miami

TWO hundred and fifty-nine Californians were among the 3924 delegates who attended the 91st annual meeting of the National Education Association at Miami Beach, Florida, June 28 to July 3. They saw their candidate, Dr. Rex H. Turner of Oakland, lose out in a three-way contest for NEA presidency as William A. Early, superintendent of Chatham County schools, Savannah, Georgia, won the title. But they participated in meetings of timely professional impact and heard top speakers from government, education, and civil life.

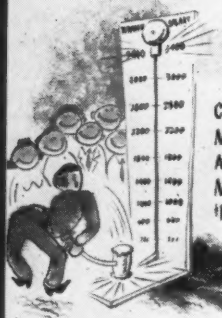
Condemnation of book-burning, belief in academic freedom, and cooperation in legislative investigations of the schools headed the list of 30 resolutions approved by the delegate assembly. Asserting vigorous opposition to Communism and "philosophies of government which deny freedom of thought and which ignore the intrinsic worth of the individual human being," NEA encouraged legislators to investigate the schools "provided such probes

*Views of Californians at Miami Beach: Top, Rex Turner left, surrounded by campaign supporters. Placards in the three state exhibit rooms drew interested observers. Oakland quartette entertains at open sing. Hundreds of gallons of iced drinks were handed to delegates from the California stand at headquarters hotel. Parr, Gustafson, and Corey find a quiet moment for conference during a busy week.*



TEN YEARS AGO THE MINIMUM  
SALARY FOR TEACHERS IN CALIFORNIA WAS

1320 A YEAR



CTA-SPONSORED  
MEASURES IN 1945  
AND 1946 RAISED THIS  
MINIMUM FIRST TO  
\$1800... THEN TO \$2400....

THEN IN 1953 ANOTHER CTA BILL WAS

PASSED LIFTING THE MINIMUM TO 3400

UP WENT THE MEDIAN, TOO



TEN YEARS AGO,  
THE MEDIAN SALARY FOR TEACHERS  
IN CALIFORNIA WAS \$2450

BY 1952, DUE TO STATEWIDE  
AND LOCAL TEAMWORK BY  
THE PROFESSION, THE LEGISLATURE, THE PUBLIC  
AND SCHOOL BOARDS,  
THIS MEDIAN ROSE TO \$4266

SALARY SCHEDULES  
FOR NEXT YEAR,  
ALREADY ADOPTED, SHOW  
THAT IN '53-'54 IT WILL BE

4680

CALIFORNIA PROVIDES 3 KINDS OF LEAVE

SICK LEAVE  
IN 1943  
THERE WAS NO STATEWIDE  
SICK LEAVE LAW  
FOR TEACHERS IN CALIFORNIA...  
TODAY TEACHERS ARE ALLOWED  
10 DAYS A YEAR  
SICK LEAVE WITH PAY.  
IF NOT USED, THIS LEAVE  
ACCUMULATES YEAR BY YEAR  
**WITHOUT LIMITATION**

CALIFORNIA  
SABBATICAL LEAVE  
SCHOOL DISTRICTS  
PERMITTED  
SUCH LEAVE  
GENEROUS PORTION  
PAID DURING  
CALIFORNIA TEACHERS ARE ALLOWED  
DAYS OF BEREAVEMENT LEAVE  
DEATH OF A MEMBER OF THE IMMEDIATE FAMILY

On this and the facing page are shown six of the 25 placards which told California's story at NEA convention. This is part of the series which explained CTA's position of leadership in sponsoring and securing an improved economic position for teachers in California. Another series told of expanding professional activity and a third outlined state support of schools.

threatened no citizen's constitutional rights."

### Many Resolutions

The convention urged establishment of an independent Office of Education under a National Board of Education, called for sufficient federal financial support to provide for essential public school building programs, and recommended that U.S. proceeds from leasing of oil rights on the continental shelf be used for grants-in-aid to education. Other resolutions called for increased teachers' salaries, better preparation for future teachers, improved teacher retirement systems, and the right to vote for 18-year-olds.

A fund campaign for construction of a \$5,000,000 NEA educational center in Washington was launched. Special emphasis was placed on life memberships. California led the nation with 771 life members in NEA, adding 38 during convention week.

### By-Law Changes

A two-year-old petition of the California delegation was approved when the assembly abolished the necrology committee. Other business included introduction of by-law amendments eliminating provision for affiliation of local associations in any state in which 100 per cent of possible members hold membership in NEA. A 1953-54 budget of \$2,859,452 was adopted. An amendment to by-laws was adopted providing a third director in states where membership exceeds 40,000. Pennsylvania is the only state now eligible; California with 36,000 is next in line for increased representation on the executive board.

Sarah C. Caldwell, an Akron, Ohio, biology teacher, presided at all session proceedings. As outgoing NEA president, she reported on 50,000 miles of travel during the past year and key-

noted the theme of "We Pledge Allegiance" by charging her colleagues to give the children in the classrooms the personal obligation of affection, inspiration, and guidance.

### Protect Our Freedom

"Academic freedom is one thing, disloyalty quite another," said Lewis G. Gough, national commander of the American Legion. In a key address, he urged teachers and administrators to assume leadership in classifying doctrines and keeping the record straight on freedom and subversion.

On the other hand, another speaker, Walter R. Tunks, rector of St. Paul's Episcopal Church of Akron, Ohio, said, "Far more to be feared than any radicalism in our schools is the tyranny that would force education into a straight-jacket of regimented conformity. Freedom is endangered quite as much by false friends as by avowed enemies."

Bringing assurance that President Eisenhower would exert every effort to restore appropriations for the Office of Education, U.S. Attorney General Herbert Brownell commended delegates for resolutions restating their belief that the "American people, in order to maintain and advance our way of life, must be free to think and write as they please and to read books of their own choosing." He added that none of the persons being currently investigated by congressional committees are members of the NEA.

### Departments Meet

Among the 21 NEA departments which met on June 29 for specialized conferences were four department presidents from California. They included Francis W. Doyle, chief of the bureau of special education at Sacramento and president of the Interna-

tional Council for Exceptional Children; Grace M. Dreier, L.A. Assistant Superintendent of Schools and president of the National Council of Administrative Women in Education; Ethel Percy Andrus of Glendale, president of the National Retired Teachers Association; and O. D. Adams, S.F. Assistant Superintendent of Schools and chairman of the Vocational Education department of NEA.

A conference on the Centennial Action Program which preceded the convention made an exhaustive study of the NEA objectives. Goals marked for special emphasis included better opportunities for children, greater public support for schools, a more united and stronger teaching profession and world-wide advance of education. Progress was noted on the CAP-NEA program, although membership reached 520,442 instead of the goal this year of 588,967. A total of 447 local associations were newly affiliated with NEA this year.

The Maryland state headquarters room in the Roney Plaza hotel won the Willard E. Givens trophy for its excellent exhibit. California's exhibit, which consisted of 25 colorful illustrated placards posted in three adjoining rooms, was favorably considered by the judges. The annual award for state exhibits is based on professional growth, community-school operation, artistic simplicity, inexpensiveness, and effect upon visitors. The hundreds of visitors who studied California's story of teacher welfare, state support, and association growth expressed amazement at the leadership of this state in important aspects of public education. Six sets of color slides of the staff-produced series will be available for viewing by California's local associations.



## Campaigns Were Active

California delegates met four times during early days of the convention to plan progress of the campaign for Rex Turner. Executive Secretary Arthur Corey delivered the Turner nomination address before the general assembly and Dr. Turner made a statesmanlike response. He had two opponents for the top NEA spot: William A. Early of Georgia and David Stewart of Pennsylvania. Workers supporting each candidate unleashed vigorous campaigns from Sunday through Thursday. Californians distributed fans, brochures, placards, and free "ice cold Florida lemonade." Location of the convention scene in the deep South and united support of the Georgia-Virginia candidate by the dominant southern delegations was the reason given for the Early victory.

Myrtle Gustafson of Oakland, chairman of the state steering committee on the Turner campaign, requested the Journal to convey her thanks to all Californians who helped.

Waurine Walker, assistant director of professional standards of the Texas Education Agency, Austin, was elected first vice president.

Vincent Dodge of North Dakota was reelected to the executive committee and Jessie Cunningham of West Virginia took a new position on that board. Gertrude McComb of Indiana was reelected treasurer. California had no candidates for regional vice president or state director.

## Discussion Groups

Arthur Corey delivered a principal address to a discussion group on the

subject of pressures on the schools. He described pressures in the field of educational legislation, pointing out a primary objective of educators is to narrow the fringe, avoiding both extreme liberalism and extreme conservatism.

Other lay relations groups studied citizen's advisory committees, adequacy and defense of textbooks and instructional materials, and cooperative programs in educational administration.

Study groups concerned with teacher welfare found problems in load, pointed to the need for free professional time for teachers. A panel on inservice training studied the implications of the Ford Foundation scholarship program. The profession is justified in providing services to members such as insurance, credit unions, summer camps, group purchasing, and placement, another group found. Some of the groups studied a national certification program, the new teacher, salary problems in large communities and small communities.

## Problems Studied

The wide range of problems facing professional organizations were discussed in 20 groups. They produced recommendations on public relations, membership, teacher education and professional standards, ethics, moral and spiritual guidance, local association publications.

Four CTA staff men were listed as group leaders for discussion of professional problems.

## TEPS Conference

At the eighth annual conference of the National Commission on Teacher Education and Professional Standards

during the week preceding the NEA convention at Miami Beach, Californians took an important part.

Dr. Lucien B. Kinney, professor of education at Stanford University, gave the keynote address, highlighting improved ways of licensing teachers.

A system of national standards which would permit qualified teachers from one state to teach in another was carefully discussed by the 550 educators who attended the conference. Speakers suggested reciprocity in certification and elimination of existing barriers between the states. They also concerned themselves with reduction of the number of sub-standard teachers now employed.

Dr. T. M. Stinnett, executive secretary of the National Commission on Teacher Education, declared that the teaching profession is unstable, pointing out that 30 per cent of the teachers employed this year received their certificates during the year. A majority of new certifications were of the emergency type.

Dr. Kinney, author of "Measure of a Good Teacher," published by CTA, heard his work in the field of teacher competence praised by members of the conference. It was expected the booklet will be urged by the NEA commission for national distribution.

At two affairs, a Sunday night buffet and a Celebrities Dinner, the National School Public Relations Association "stole the show" with entertainment. Stars of the new picture "Skippy and the 3 R's" were featured attractions. Daniel D. Mich, editorial director of

(Continued to Page 17)

## IMPROVING CALIFORNIA'S RETIREMENT SYSTEM

IN 1943, THE MAXIMUM RETIREMENT PAY FOR TEACHERS IN CALIFORNIA WAS \$50 A MONTH.... TODAY, THE MAXIMUM APPROXIMATES \$200 A MONTH

TEACHER STARTING NOW IN CALIFORNIA BE ASSURED, UNDER PRESENT SALARY SCHEDULES, AMOUNT IN EXCESS OF \$2400 A YEAR THIS 10 YEARS OF IMPROVEMENT WAS BROUGHT ABOUT UNDER CTA SPONSORSHIP



## PROTECTION AGAINST UNJUST DISMISSAL



75 PERCENT OF CALIFORNIA'S TEACHERS ARE PROTECTED BY LAW AGAINST UNJUST DISMISSAL. ANY TENURE TEACHER SLATED FOR DISMISSAL MAY TAKE THE CASE TO COURT.

BY ACTIVELY PROMOTING GOOD PERSONNEL PROCEDURES, CTA IS EXTENDING PROTECTION TO SMALL DISTRICTS NOT COVERED BY THE LAW. GREAT GAINS IN THIS AREA HAVE BEEN MADE IN THE LAST TEN YEARS.

## UP IN 10 YEARS

	FROM	TO
CTA DUES	'3	'12
CTA MEMBERS	35,264	63,000
NEA MEMBERS	18,045	36,000
STATE AID	'90	'375
TOTAL SCHOOL EXPENDITURES	'90	'700
MINIMUM SALARY	'1320	'3400
MEDIAN SALARY	'2450	'4680
MAXIMUM RETIREMENT PAY PER MONTH	'50	'200

People have voted a BILLION plus for buildings.... Teachers, as a profession, are beginning to discipline themselves.... Teachers, as a profession, are actively working to raise standards, improve teaching....

**TEAMWORK...LOCAL, STATE AND NATIONAL DID IT**

# Our legislative program at Sacramento is successful

By Robert E. McKay

WHEN the State Legislature convened in general session last January and tossed more than 5,000 bills into the hoppers of the two houses there were those on the political sidelines who would wager the schools would not fare well.

There were ominous signs on the legislative horizon.

The Governor said in his budget message to the lawmakers that the CTA's constitutional amendment had upset the financial applecart. He declared the state was going in the hole and had to raise taxes. He recommended higher levies on beer, liquor and horse racing and a new tax on cigarettes.

Educational critics, especially those who looked askance at the use of the initiative to meet school needs, announced restrictive legislation would be introduced. It was. It proposed broad and drastic curtailment of the citizens' right to use the initiative.

The chairman of the powerful Senate Finance committee joined in pinning the badge of financial guilt on the schools. If there were any new taxes, he said, it would all be due to the "rich program the schools forced through."

A Senate interim committee probing the innards of California's system of adult education came up with reports of widespread abuses and waste of money. A bill went in, co-authored by 29 senators, to rip the financial heart out of the program and throttle its very existence.

With dire predictions of a failing economy sounded on every hand around the Capitol, a tight fiscal policy became the order of the day.

In the face of those and other unfavorable signs the schools had no choice but to submit their needs. If the welfare of California's 2,000,000 public school children and the requirements of the expanding teaching profession were

to be met legislative action would be necessary.

So, on the basis of considered judgment by the State Council of Education and its thorough-going committees, decision was made to submit certain proposals to the 1953 General Session of the State Legislature regardless of the climate.

Among the minimum actions called for were the following:

Equitable distribution of the estimated \$367,000,000 in state aid made available by the CTA-sponsored Proposition 2 last November.

An increase in the minimum salary for fully qualified teachers.

Clarification and liberalization of the sick leave law.

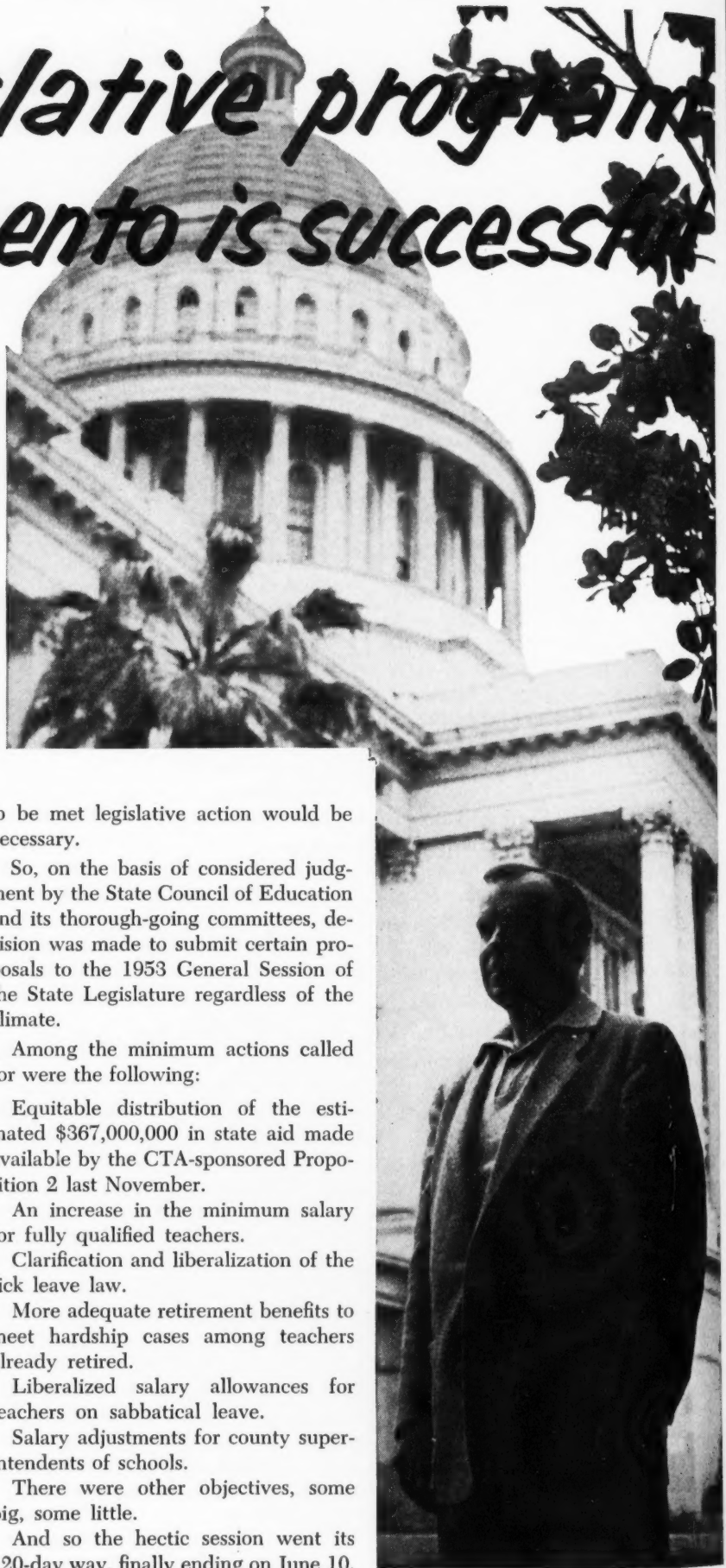
More adequate retirement benefits to meet hardship cases among teachers already retired.

Liberalized salary allowances for teachers on sabbatical leave.

Salary adjustments for county superintendents of schools.

There were other objectives, some big, some little.

And so the hectic session went its 120-day way, finally ending on June 10. When it was over the Governor had 30 days, not counting Sundays, to sign or veto the measures surviving the leg-



Bob McKay is legislative advocate and director of Field Service for California Teachers Association.



islative process and reaching his desk. That period ended on July 15.

Now, eight months and several hundred speeches after the January gathering of Senate and Assembly, the results can be added up. Here they are:

Every major proposal of the California Teachers Association was enacted into law. None of the harmful or drastically restrictive measures were approved.

No bill was passed to increase state taxes.

Once more the record has proved that despite extremes of viewpoint and exaggeration of facts in the heat of debate the overwhelming majority of legislators consistently will support sound measures for improvement of public education.

Statistically here is what the 1953 session produced in the field of education:

More than 200 new laws affecting the schools, most of them operative on September 10. A few urgency measures went into effect when signed by the Governor.

Significant improvement in the fields of school finance, teacher welfare and educational administration.

Almost uniform rejection of proposals to damage or weaken the schools and the teaching profession.

Without question the most important, though probably least spectacular, educational bill of the session was the apportionment measure to distribute state aid to California's more than 2,400 school districts.

Officially sponsored by the State Department of Education and ably steered through legislative channels by Dr. Frank M. Wright, Associate State Superintendent of Public Instruction, the bill, SB 731, Dilworth, was given final approval in the closing hours of the last day of the session.

Representing as it did the best thinking of educational leaders in the state, its provisions were worked out with the close cooperation of the CTA. Despite minor legislative skirmishes on details of the bill, amazing unanimity of purpose was displayed in the difficult job of tailoring the final form of the act.

Observers agreed that the Dilworth bill provides the most adequate programs of support for the schools in the history of the state.

They include foundation programs as follows: elementary, \$212 with a 60c tax, or \$232 with an 80c tax; high

school, \$280 with a 45c tax or \$350 with a 75c tax, and junior college, \$380 with a 30c tax. Special provisions were made for small schools and the county school service fund was increased by 50c per pupil.

On CTA-sponsored bills to make the profession more attractive the record was good. The Legislature passed and the Governor signed them all. They were:

**Salary.** Minimum salary for fully trained and credentialed teachers was increased from \$3,000 to \$3,400 a year, giving California the highest starting pay of any state in the nation.

**Sick leave.** Established right of teacher to use annual allowance of 10 days at any time during year and to accumulate without limit unused leave.

**Retirement.** Minimum benefit of \$170 per month was voted for any teacher who taught 30 years or more and retired at age 60 or more, and disability retirement benefits were increased.

**Sabbatical leave.** Permission was granted to pay up to half the annual

salary to teachers on sabbatical leave, instead of only the difference between his salary and that of the substitute.

**Lunch Period.** Authority of State Board of Education to issue rules requiring free lunch period for teachers was clarified. Such rules have been established, but Los Angeles County Counsel ruled board exceeded its authority in issuing them. The Governor pocket vetoed a bill sponsored by a teachers union which would have frozen a 30-minute period into the law.

Several actions specifying the basis for dismissal of school employees and others were taken by the Legislature and approved by Warren.

Most widely discussed of the measures was Senator Dilworth's bill, SB 1367, sponsored by the Los Angeles Board of Education, which sets forth the basis for dismissal of school employees for subversive membership or activity.

Similar, but not identical, provisions for dismissal of other public employees were made by Assemblyman Frank Luckel's bill, AB 3508.

Both measures for the first time specifically make membership in the Communist Party grounds for dismissal, declare that the membership in the party or other subversive group must have been knowing on the part of the employee and that the subversive nature of the organization during the time must have been known by the employee.

Similarly the Dilworth and Luckel bills make ground for immediate suspension and dismissal of school or other public employees refusal to answer questions asked by Congressional or Legislative committees or the governing board employing them as to possible subversive membership.

Special provision is made in the Dilworth bill whereby a teacher accused of subversive activity may by posting bond continue to be paid until a court ruling is given, even though removed from the classroom. If the teacher were found guilty the district would be reimbursed by the bond for salary paid; if innocent the teacher would retain the salary and be reimbursed for the cost of posting bond.

A new definition of "unprofessional conduct" on the part of state college employees was enacted in an attempt to make possible the dismissal of such employees for subversive activity.

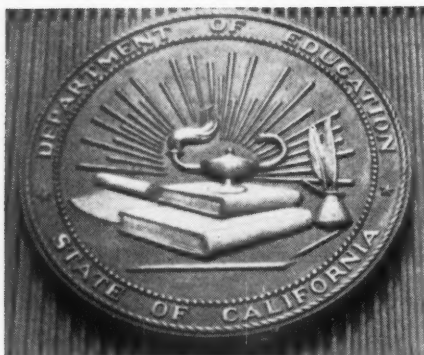
An attempt to repeal the special provisions protecting probationary teachers

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## CARE PACKAGES FOR KOREAN TEACHERS



The first shipment of 2400 special CARE clothing material packages for Korean teachers was dispatched in May by Miss Marjorie Browne (center), of the Inwood, L.I. Public School No. 4, representing the Department of Classroom Teachers of the National Education Association, in the presence of Dr. David Yum Namkoong, Consul General of the Republic of Korea (right), and Warren Pinegar (left), CARE assistant executive director in charge of Overseas Operations. CTA's International Relations Committee reported that, as of May 31, California teachers had contributed \$6,452 to the CARE program for Korean teachers.



This seal appears above entrance.

### By Roy E. Simpson

Superintendent of Public Instruction

ON the morning of July 9 we dedicated our new Education Building in Sacramento. The modern six-floor structure fills a long-felt need. For many years a building to house the personnel of the State Department of Education had been envisioned by leaders of education in California.

The 1945 report of the State Reconstruction and Re-employment Commission (Strayer Report) stated in part:

The state office is inadequately housed at the present time. As the staff is developed to meet the needs of the state, a greatly increased amount of space will be needed. . . . The Committee strongly recommends that the construction of the education building in Sacramento be given a high priority in the state's post-war building program.

Gilbert Jertberg, a member of the State Board of Education, presided at the dedication ceremonies. After presentation of platform guests, he introduced Governor Warren, who dedicated the building. "I believe," the governor said, "that we should dedicate this building to our children, who are our greatest resource; to our children,



Dr. Simpson assists Gov. Earl Warren at cornerstone laying July 9.

## New Home for State Office

who are our greatest hope for the future; and to our children, who are our greatest responsibility for the present."

William L. Blair, president of the State Board of Education, emphasized the need of cooperation between educators and the public and referred to the cooperation which has always existed between members of the Board and the Superintendent's staff. "The meaning of this today," he said, "is that we come into the new building as a united and efficient department of state government, a department well prepared to carry forward its principal functions: service and leadership in the field of education."

The Education Building at 721 Capitol Avenue was constructed at a total cost of \$2,954,000. Ground was broken early in 1950 and the first department personnel moved into their new quarters on May 18, 1953. Expansion of services in recent years had forced many bureaus to rent office space in various parts of the city.

The new building consists of six stories and a penthouse which houses building equipment. Floor space ap-

proximates 162,000 square feet. All offices have fluorescent lighting, acoustical treated ceilings, and are air conditioned. The Department occupies the first five floors, with a large conference room on the first floor and the office of the Superintendent on the fifth. The offices of the State Teachers' Retirement System are on the sixth floor.

Space here does not permit me to enumerate all the many areas of education which we shall serve from this building. The new Education Building is a symbol of the people—a people who want California to continue as it has to lead the nation in standards of education.



721 Capitol Avenue has six floors.

## American Way Is Boosted

May edition of the *Journal* published (p. 24) a preliminary story listing 18 California schools who won Freedom Awards. A letter in this edition notes two more schools inadvertently omitted. The 25 winners, further investigation reveals, includes Santa Barbara high school, Belmont high school of Los Angeles, Fremont high school of Oakland, Lincoln junior high school of Vista, La Mesa-Spring Valley school district of San Diego county, Greenfield elementary school, and Paramount junior high school. The Foundation says that California's list of honors constitutes the largest percentage to be awarded in any state.—Ed.

TWENTY-FIVE California school systems were honored by their selection to receive Freedoms Foundation awards for 1952.

Again, in 1953, the Foundation is offering awards for those schools, who in the opinion of the Awards Jury of the Foundation, are doing outstanding jobs of teaching the fundamentals of

the American Way of Life. All-expense paid three-day pilgrimages to Valley Forge and Philadelphia; Freedom Libraries and George Washington Honor Medals comprise the incentives offered to schools.

Eighty-eight schools, representing thirty-three states participated in the Valley Forge Pilgrimage this year. Students and teachers saw the site of the 1777-78 winter encampment of General George Washington and his valiant followers, the shrines of Freedom in Philadelphia including Independence Hall and the Liberty Bell and George Washington's home at Mount Vernon.

The Freedom Library is a collection of books, films, pamphlets, artworks, and teachers' aids. The 1952 awards included one hundred and thirty-eight Freedom Libraries which were distributed to awarded schools.

The George Washington Honor Medal of Freedoms Foundation is a

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# Her Victory Is "For the Profession"

**Historic court case clears Teacher Fern Bruner of "Communist sympathizer" charges; Radio Commentator Tarantino and Station KYA given stiff sentence. August 7th verdict has important nationwide implications for the teachers.**

**By Harry A. Fosdick**  
Secretary, CTA Ethics Commission

TALK really isn't so cheap after all! Not if that talk includes slanderous accusations of Communist sympathies against a California school teacher.

The thumping \$55,125 damage verdict returned by a jury in San Francisco Superior Judge Albert C. Wollenberg's court August 7 in favor of Miss Fern Bruner, San Lorenzo High School teacher, drove this lesson home to James Tarantino, radio station KYA, and Station Manager H. C. Fernhead.

## Historic Verdict

The verdict was historic. It was the first case in California in which a person accused of "Communism" brought a suit to trial. The verdict was the first award of damages for false accusation of Communist sympathies.

It is believed to be the first case in the nation where the charges were made by radio, and the decision of the jury to hold the station and its manager equally culpable set a significant precedent. It was the first case in the nation in which a teacher struck back against false allegations of Communist activities.

The jury and the crowd which packed the courtroom through the 18 days of the trial were never permitted to forget the importance of the case.

In his instructions, Judge Wollenberg told the jury, "To impute that a particular certified California public school teacher is a Communist or Communist sympathizer would tend to directly injure her in respect to her profession.

"The statements broadcast impute on their face that the plaintiff, a public high school teacher, is a Communist or a Communist sympathizer and are defamatory on their face without further explanation, qualification, or identification."

## "Effective Blow"

CTA Attorney Gardiner Johnson, during his final rebuttal, told the jury: "You have the right to be the strong right arm of every decent citizen of

this community . . . to set an example, to make an effective blow right on the jaw of James Tarantino and anyone like him. That's the only way to strangle . . . these attacks on innocent people, so that anyone who commits acts like these will be called to account in open court."

Johnson also argued that KYA and its manager were equally responsible, because they "had failed to exercise due care or any care, but instead had permitted this character assassin and gossip monger to say what he pleased over their facilities."

## Punitive Damages Granted

The verdict substantiated these arguments. Miss Bruner was granted \$123 in special damages (personal expenses caused by the broadcasts), and \$2 for professional and character damage. Since a CTA ethics commission investigation had cleared her of the charges, and witnesses had testified that she is an outstanding teacher of good general reputation, the jury ruled that actual professional loss in her case was negligible.

But the jury took a much dimmer view of character assassination by charges of Communism. Tarantino was ordered to pay Miss Bruner \$25,000; KYA, Inc., another \$25,000; and Station Manager Fernhead, \$5,000, all as punitive or "exemplary" damages.

## "For the Profession"

"I'm so happy the award was for punitive damages rather than reimbursement for my personal humiliation," Miss Bruner told press representatives after the verdict was read.

"I feel strongly that this was for the profession. It indicates that this kind of ruthless slander can no longer be carried on with impunity against teachers or anyone else," she said.

Court victory came after nearly two years of investigation and legal maneuvering. It was on September 2, 1951, that Tarantino first broadcast his charge

that "Fern Bruner, who has been reported many times to be a Communist or Communist sympathizer, is currently dean of girls at San Lorenzo public high school. . . . The mayor of San Lorenzo should check her Commie background, and if my information is correct, and I think it is, Fern Bruner should be fired."

The first reaction came in telephone calls to O. B. Paulson, then superintendent of Hayward Union High School District, of which San Lorenzo High School is a part, asking whether or not Miss Bruner had been fired.

## CTA Investigates

Hayward school officials immediately joined Miss Bruner in requesting the CTA to investigate the broadcast charges.

The Bay Section Ethics Commission made a careful investigation and published its finding in a printed report entitled "Spotlight Reversed."

The Commission found that the charges were based solely on Miss Bruner's membership in the United World Federalists and her services as faculty adviser for a student unit of that organization at Benicia High School, where she had been a social studies teacher until June, 1951.

It was found, further, that this activity had been approved by the school trustees and administration, and had been abandoned immediately when it became a subject of controversy in the community. Tarantino, the report charged, had received his information solely from Mrs. Olivia O'Grady, a Benicia housewife.

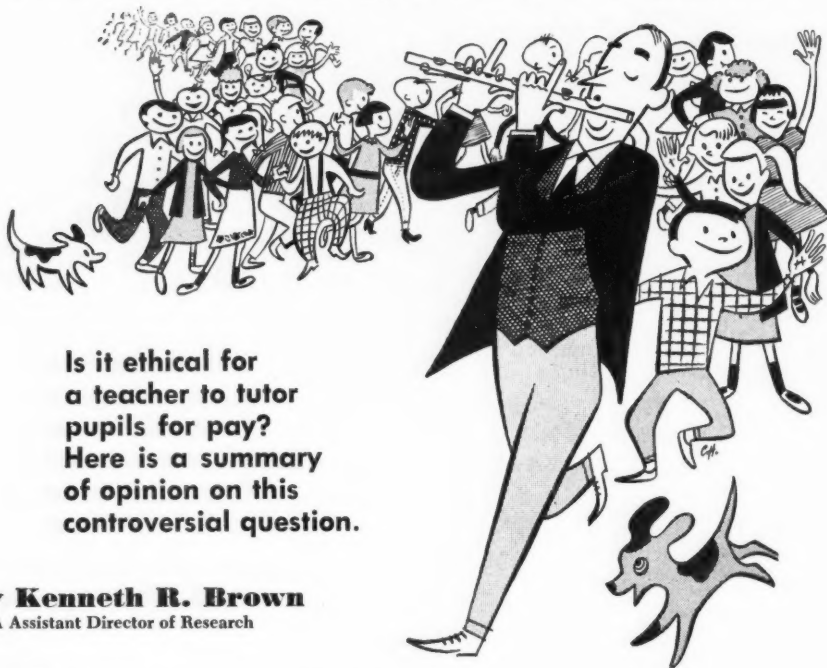
After completely clearing Miss Bruner of the charges, the Commission recommended that the California Teachers Association finance any legal action deemed advisable.

## Attacks Repeated

Issuance of the report and demands for retraction were met with two more

(Continued to Page 30)

# The tutor who tooted the flute....



Is it ethical for a teacher to tutor pupils for pay? Here is a summary of opinion on this controversial question.

**By Kenneth R. Brown**  
CTA Assistant Director of Research

"Dear Sirs:

The Board of Trustees of my school district has just adopted a ruling that I can not give music lessons, piano or violin, to children in the community on my own time after school in my own home. What right have they to make such a ruling? Isn't this an infringement upon my personal rights as an individual citizen and on my personal time?

I have been supplementing a pretty meager teacher salary with the additional income from private music lessons. Our town is not over-supplied with music teachers, and I consider my services are a real contribution to its cultural life. No parent has objected to paying for private lessons.

Besides, I fill a chair in the community salon orchestra, on my own time, as a further contribution to the cultural life of the community, for which I neither expect or receive any compensation. No objection is made to this I notice. What is wrong with some return in the form of paid-for lessons for some of the children here?

Can the board enforce such a ruling, or shall I move to a district with a more liberal attitude?

Sincerely yours,  
RIFE WITH INDIGNATION"

"Dear R. W. Indignation:

Please pardon the juggling of your potato while I reach for the nearest potholder. Maybe I should also look for the nearest exit. But I promise you a more elaborate answer in a later issue of the CTA Journal. I will need to give your reply thoughtful deliberation.

Meanwhile you can be assured that your board is completely within its rights to make such a ruling. Following are two excerpts from the Education Code:

Section 2204: The governing board of any school district shall: (a) prescribe and enforce rules not inconsistent with law or with the rules prescribed by the State Board of Education, for its own government, and for the government of the schools under its own jurisdiction.

Section 13201: The governing board of each school district shall fix and prescribe the duties to be performed by all persons in public school service in the school district.

My best advice would be for you not to move to another district just for this reason. The issue is statewide and profession wide.

Sincerely yours,  
I. M. RESEARCHER"

The above correspondence of last spring, along with a newspaper columnist charge that teachers were using pupil marks to bludgeon parents into buying encyclopedias (CTA Journal, January, 1953, p. 30) prompted the CTA Research department to inquire into local policies and practices with reference to Point 19 of the present Code of Ethics for California Teachers. To provide a ready reference to this

item, it reads:

*To meet the responsibility to pupils, the teacher: accepts no remuneration, directly or indirectly, for tutoring or equipping members of his own classes.*

What is the scope and significance of this ethical principle?

It will be readily foreseen that a great variety of conditions might be outlined which make an absolute judg-

ment difficult. We find ourselves faced with a tough decision on a very delicate issue. Suppose we examine the possible variety of circumstances suggested in the letter from the music teacher.

## Approve of Tutoring?

Would we approve of private tutoring for pay if it were conducted on the school premises with school instruments? Probably none of us would regard this arrangement as good. We would sense an impropriety in the use of public facilities for private ends.

What, then, if we transfer this operation to the teacher's own home? Are we not still enmeshed in the strong possibility that the school program, with its facilities, has not been indirectly responsible for this opportunity to offer private lessons? Even the sincere advice of the teacher to a parent that an individual pupil has promising talent, and the teacher ought to be given additional opportunity to develop it, can be construed as a commercialization of the school program by someone who wishes to make such an accusation.

## Is Time Available?

Further, the full-time professional teacher is likely to be expected to make some part of his afterschool time, maybe much of it, available to all children who may wish to seek his personal help. A very active program of private lessons after school would certainly interfere with the teacher's availability for performing the numerous professional duties a teacher has in addition to meeting the class schedule. This is just as true for the teacher of arithmetic as it is for the teacher of music.

But, you say, if this tutoring is volunteered free nobody raises any complaint, even though there would be many more applicants probably and an even greater interference could be expected. Isn't pay the only issue? Superficially it appears to be, but the board would be equally justified in making a ruling against free private lessons on the grounds that the general welfare of the school and the protection of the teacher's time to serve the school as a whole is at stake.

What if the pupils are not of one's own classes? Or even of the same school? A finer line is drawn here. Our code of ethics appears to recognize this difference, for its reference is to pupils of one's own classes. Such a distinction might very well overcome



# PERCENTAGE OF DISTRICTS REPORTING EITHER POLICY OR PRACTICE ON TUTORING FOR PAY

Situation Statement (See text)	Elementary Districts		High School Districts		Junior College Districts		Combined Districts	
	Policy	Practice	Policy	Practice	Policy	Practice	Policy	Practice
1	2.5%	15.4%	2.6%	12.9%	0.0%	5.6%	1.7%	11.5%
2	0.0	7.7	1.3	14.3	0.0	7.0	.4	9.7
3	10.2	35.4	7.8	23.3	14.1	38.0	10.6	31.9
4	1.3	12.8	1.3	14.3	4.2	19.7	2.2	15.3
5	3.8	14.1	3.8	11.7	2.8	5.6	3.5	10.6
6	6.4	26.5	7.8	37.6	8.4	26.7	7.5	30.1
	N=79		N=79		N=71		N=229	

the first objection pointed out above, the opportunity to influence pupils and parents through classroom contacts. However, the second main objection is still present, namely that for the general working day the individual teacher can be expected to have made himself completely available for service to his school district.

## Views Are Consolidated

The more deliberate answer to this issue, which was promised in our reply, has taken the form of a survey among a number of school districts to inquire as to prevailing policies and practices on this matter of tutoring for pay. Three hundred districts were sent a questionnaire last spring to find out what was going on in this area. For publication in CTA Research Bulletin 63, the responses of 229 of these districts were received: 79 elementary districts, 79 high school districts, 71 unified districts.

A half dozen statements were offered for checking about existing policy and practice. These were the following:

1. Teachers may accept pay for tutoring their own pupils, regardless of subject or subject field.
2. Teachers may accept pay for tutoring their own pupils, but not in their own teaching fields.
3. Teachers may accept pay for tutoring, but not their own pupils.
4. Only music teachers are permitted to accept pay for tutoring.
5. Teachers are forbidden to accept any pupils for private tutoring for pay while employed in this district.
6. Teachers may tutor in subjects not included in the school curriculum.

Additional opportunity was given to report variations from the above schedule and to make any separate comments which would prove interesting.

## Policy Is Obscure

One immediate noticeable discovery of the survey is that a large degree of

practice exists without the sanction of accompanying policy. This is likely to be the result of the feeling that policy statements are not needed in this area of school operations, perhaps even the feeling that it is better to have no policy on record and to let the problem settle itself by practice.

Other relationships may be found by studying the accompanying table of survey data, put down in the form of the percentage of total districts which checked each of the statements on the survey. It can be seen that the situation prompting the most frequent policy position is that teachers may tutor for pay but not their own pupils. This same situation also appears to be the most widely prevailing practice, although it is very nearly as common to find that teachers are free to tutor in subject areas not a part of the school curriculum. This similarity should not be surprising, since if a study is not offered by the school, there could be no chance for the tutor to have students of his own in the private classes.

It was found that the size of districts made a great difference in these practices. There was some evidence to the effect that the smaller districts, which did not have the varied curriculum offerings typical of large districts, found it less objectionable for teachers to accept private tutoring.

## Not Unprofessional

The free responses proved as interesting as the checked statements, although only about one-third of the replying administrators included these. Out of all the responses only two indicated that tutoring was actually regarded as unprofessional. A single reply indicated that occurrences of any of the first four situations in the list would result in dismissal of the teacher. Another district reported that its policy was that teachers were not allowed to undertake any work outside of the teaching schedule which would impair the efficiency of service to the district, and the board would be the judge of these matters.

## Summer Work Okeyed

Among the replies indicating no ban on tutoring, several limitations were reported. For example, sixteen districts permitted tutoring for pay during the summer, but not otherwise. A half-dozen arranged for tutoring for students who could not attend regular school. A similar total permitted tutoring for each case approved by the board of trustees. Five reported there would be no issue over tutoring of students from outside the district, while six would make no issue over tutoring of pupils outside the particular teacher's own classes.

The music teacher was recognized as a special case by a few districts. One district indicated it would not permit charging for music lessons to local pupils, but would not frown upon private lessons for children not attending the district schools. Forty-one districts said they would find no objection to music teachers giving private lessons outside of school time.

## Not a Problem

A substantial number, fifty-three, replied that tutoring simply was not yet a problem in the district, and about as many reported that no formal policy existed. In fourteen districts teachers were expected simply to use their own good judgment. A scant nineteen districts volunteered the information that they deliberately discouraged the practice.

Very little opinion was offered on the desirability of such an ethical principle, probably because this question was not asked directly. In view of the fact that the principle is a part of the code of ethics adopted by the CTA State Council in April 1949, perhaps no one would have considered it appropriate to express himself in opposition, although he was free to do so. Two individuals made it a point to urge the retention of this principle and by inference its promotion.

The above facts and opinions represent the status of the paid tutoring problem in our schools as of the present, presuming that 300 large and small districts are a representative sample of the true California situation. It may be presumed that if everywhere the CTA Code of Ethics for California Teachers were being applied, there would be no issue, for the code plainly bans paid tutoring, at least of one's own pupils.

# Your Invitation to A Bright Idea

By Cecelia Cortage

**E**DUCATION in a democracy presupposes an equal opportunity for each child to travel at the personal speed his own mental horsepower generates, over the hills and valleys of his schooling, through the deserts and pitfalls of knowledge, and even across our pedagogical flatlands and flatheads. But isn't a road map out of date which follows the tracks of identical experience in the hope of reaching equal opportunity? Is that the way to go?

The Educational Policies Commission in their booklet, **Education of the Gifted**, point out: "Because their intellectual interests and prospective futures differ from others, and because they can learn more and learn it more rapidly, the educational experiences which gifted students should have in school

and college ought not to be identical with the experiences of other students. Some of their education should be the same, but some of it should be different as to kind, quantity, and level of insight. . . . The principle that special provisions should be made for students of high ability because of their high ability is a part of the broader principle that all educational programs should be adapted to meet the needs and abilities of all students. This principle is fully consistent with the fact that many basic educational needs—such as health, character, citizenship, basic skills, and aesthetic appreciation—are common to all children and youth. Moreover, it is not inconsistent with the fact that every individual is unique and that instruction should,

within the limits of practicality, be individualized accordingly."

But today, despite our increased knowledge of psychology and our awareness of individual ability, many gifted children in many California schools are dungeoned in grades two or more years below their intellectual interests, are among children with whom they share little besides the usual chronological age, and are being taught only what they already know.

## Jet Propulsion Needed

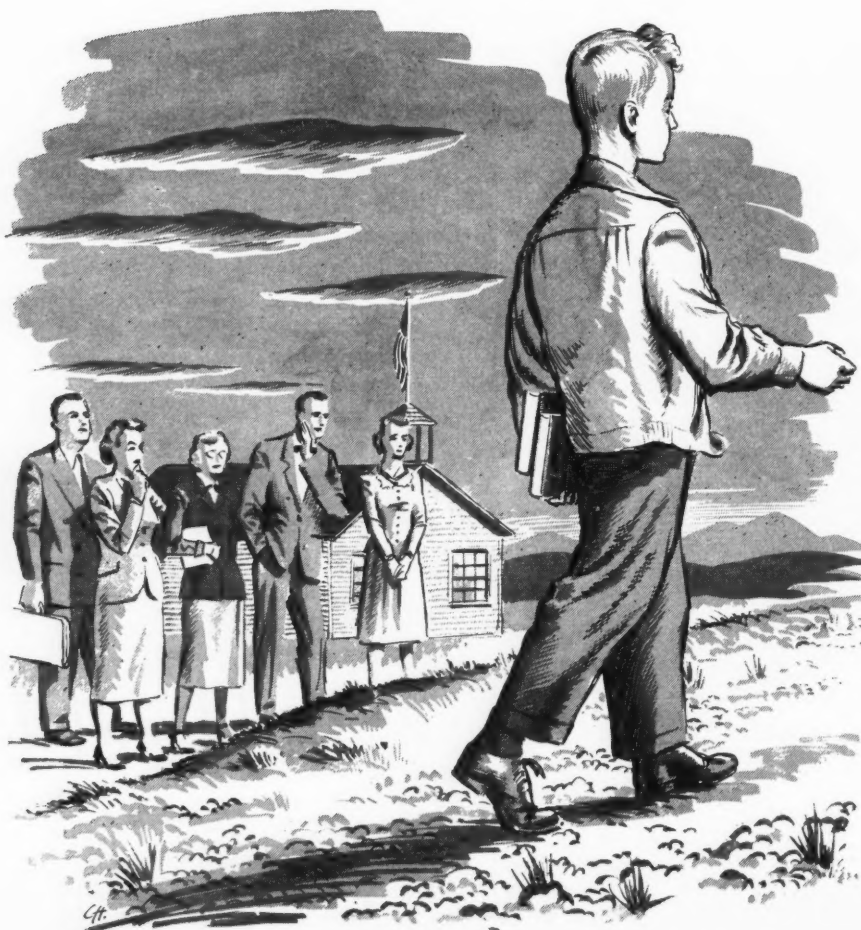
Even though we give A's to them on their report cards, we are failing them, are we not, when we do not fill their educational tanks with premium gasoline so that they can travel jet to the star of their individual development, discovering on their journey through time and space new planets to add to our understanding of the universe?

In this partly civilized, complex, interdependent and interrelated world, education is not only our tool, it is the machine tool. In his nineteenth-century world grandfather could achieve without an advanced education. Careers were open to talent. Now, most careers are closed except to educated talent. Yet we remain indifferent to the obvious: we are not educating our most talented children.

## Handicapped Helped

After centuries during which we have assisted nature in disposing of the handicapped, by ignorance, isolation, or incarceration, our social conscience has finally been discovered under a microscope, and we have accepted the responsibility for educating those who are physically or mentally below normal. We provide various schools for these children so that they may have their chance to grow up to lead well-adjusted private lives, and, insofar as possible, socially useful ones. However, the money which we spend on special education, for the mentally handicapped at least, is not expended, I think, with any thought that they will be able to make more than a minimal return to our society.

## Shall We Neglect Him?





But if we were to spend money for the education of our gifted children, then we could be certain to harvest the priceless crop of their talent developed in productive use for the general welfare. When we do not open these surprise packages of talents which we get in the human grab bag, we are tossing away our most valuable natural resource.

In California our annual State aid for special education for the physically handicapped covers excess cost up to \$400 per unit of ADA. For the mentally retarded the State pays 75 per cent of the excess cost, not to exceed \$150 per unit of ADA. The State also pays to each school district an amount equal to the cost of transporting blind, deaf, cerebral palsied and physically handicapped minors to and from special day classes, not over \$350 per unit of ADA.

#### None for Gifted

We are, and we should be, happy that we can spend at least this much, beyond what we spend on average education. We might pause to refresh our memory, though, on the tragic truth that we do not spend beyond the average for our gifted children even such pennies as we put in parking meters.

For their education we have shrugged off responsibility by plugging in that too long-playing record of stereotyped alibis: they are smart enough to take care of themselves; and they will learn to make use of their individual gifts despite what the school and society do to, if not for them.

The fallacy lying in this cliché that genius, like truth, always will out, may be surmised by the fact that, of Terman's gifted group, almost 10 per cent, or 121 of them, went no further than high school, and 12 of them failed even to complete high school. And Terman's children were those who scored within the top 1 per cent of the population on intelligence tests.

The IQ 140 is commonly accepted as the dividing line that separates the gifted from the general population. Only six-tenths of 1 per cent of the population have IQs of 140 or above, one person out of each 167. It is this top 1 per cent of the population that is considered to be mentally gifted, and the bottom 1 per cent are those that are mentally retarded. From our behavior, but probably appearances are deceptive, it seems as if there must be more of us at the bottom than that, doesn't it?

There are other fallacies current in our usually false popular beliefs as to the characteristics of the gifted. Frailty of the flesh has often been thought to be the tape measure on the physical condition of intellectually gifted children. Actually, as Hollingsworth and Terman have shown, the gifted child is usually larger and stronger, heavier and healthier than the average child. As he has many interests, however, he may need to be encouraged to give any of his time to sports.

#### Better Ratings

Gifted children are rated as a group above the average in the better character traits. Carroll found that a gifted child of nine years equals an average child of fourteen years in character development.

But the gifted child, particularly the extremely gifted one, is not always a leader, nor is he always popular with other children. Their approval lessens as the difference grows wider between their mental levels and his. Which is why the gifted child may try to wear a mask over his intelligence. To be without friends is too high a price for

anyone to be willing to pay for knowing the right answers.

The teenage high IQer is often as miserable as a cat in our California moist sunshine. In the age of green conformity, he is a deviate, isolated and lonesome. As Dr. Barbour in one of his articles says: "Mentally, he is an adult. He is even more mature than most grownups. Probably he knows more about science than his science teacher, as much literature as his lit teacher. He is bored with kid stuff. Probably he doesn't give one tiny little hoot who wins the football game. . . . He doesn't share the passions of his classmates. He's different."

And he knows it. But he is liable to fear that the difference means that there is something wrong with him; that he is a freak.

#### Ways to Help

There are two ways our schools could help him, socially at least: one, by making it possible for him to understand himself and his feelings. In the words of the Educational Policies Commission: "The central purpose of guidance is, of course, to help the individual to understand himself. To-

## What Is A Seventh Grader?

**S**EVENTH graders come in assorted sizes, weights, and colors. They may be either boys or girls and will likely be found scuffling with, shouting at, running to, or whispering about. Their parents are glad to be rid of them in the morning—and their teachers don't know what to do with them, either. They wear clothes with many interesting compartments which hide choice tidbits for surreptitious nibbling—anything from dill pickles to bubble gum, cookies, and candy of all kinds. Their pockets and purses bulge, too, with puzzles, bits of plastic, lollipop sticks, bean shooters, be-draggled lipsticks, pictures, and rubber bands—but no pencils.

Seventh graders like gym period, assemblies, the classmates behind them, nutrition, and the three o'clock bell. They invariably prefer talking all at once to talking one at a time.

Seventh graders don't care for spelling, using the dictionary, reading books, keeping notebooks, any of their classes, and staying in their seats.

Nobody else can ask so many questions or so consistently fail to hear instructions. Nobody else has so many pets and would like to bring them all to school. And nobody else will carry to school half a set of encyclopedias, a slide projector and an index of slides, a stack of National Geographics, an album of treasured wedding pictures, or a Christmas tree for home room.

In seventh graders one finds the chatter of a magpie, the persistence of a snapping turtle, the friendliness of a stray puppy, the appeal of a frightened fawn, the impetuosity of an avalanche, the sweetness of a dewy rose, the abandon of a basket of kittens.

They fill your day with noise, confusion, whispers, giggles, and endless questions. They test to the breaking point your patience, your sense of humor, your knowledge of everything from the planets to model airplanes. They set awry your carefully planned program for the day, your good disposition, your well calculated pattern of student behavior. Then, at the end of a nerve-shattering day, when you're despairing, be-draggled, completely exhausted, and talking to yourself, the final bell rings. They file out of the room with their angelic smiles, their happy, "Goodnight, Mrs. Chapman," their funny little after-school comments—and you know you're their prisoner. You wouldn't trade them for anything; and you relax, forget the day's confusion, and look forward to their return in the morning.

HELEN P. CHAPMAN

ward this end, counselors of gifted students should help them face the fact of their giftedness with objectivity and modesty. The idea is sometimes advanced that parents and teachers should conceal from the gifted child the true degree of superiority which he has in respect to either intellect or special talent. But to attempt such concealment with intent to foster modesty is no favor either to the gifted child or to society, for the effort is likely to fail of its purpose while also dulling ambition and generating emotional conflict. Underestimation of their own ability is much more characteristic of the highly gifted than is overestimation. Even if the extent of error in both directions were evenly balanced, it would still be true that society pays more dearly, in terms of wasted talent, for an error of underestimation than for an error of overestimation."

The second way in which the school might assist the gifted student is by seeing that he meets others of his age who have minds which function rather than repeat.

From two years ago when I taught the first grade, I remember Stefan. One day I had on the board this school garden-variety work, such as "Draw one cat, color it black; draw two trees, color them green; etc." Stefan merely drew. Then on the back of his paper, he printed "Not in color." He didn't ask me how to spell the words, either. At the time Stefan was five years and some months old.

I was so delighted, but when I showed his paper to another teacher, she overlooked it before she dismissed it with: "I expect my children to do the work which I assign."

But modern educational theory encourages children to think, if that isn't humanly impossible, and to do original, creative work, doesn't it? Of course, concrete-headed curriculums present roadblocks to many teachers, and are useful as detours to prevent educational theories from ever reaching practice.

If certain subjects must be learned, certain requirements must be met, couldn't more gifted children read the book and pass the examination? The objection to this is that it is cramming and knowledge so gained is not retained. But we retain all the knowledge which we use, and if knowledge is

of no use to us, why should we cedar-chest it away in our minds? Isn't that the purpose of encyclopedias?

### Plans in Use

Many different plans for making provision for gifted students are now in use, or disuse, in the schools and colleges throughout our country. Some of them are: rapid advancement or acceleration, homogeneous grouping as in special classes, special schools, seminars and workshops, honor and opportunity classes, major-work classes, dismissed time; elective courses and special units of work; and enrichment within the classroom.

Concerning the desirability of some of these plans, there are, to put the matter euphemistically, differences of opinion. For instance, the California Framework Committee declares: "Claims for the value of homogeneous grouping are not supported by educational research."

But the Encyclopedia of Educational Research (1950 edition) says: "Experimental data are lacking to establish clearly the superior advantages of special classes for gifted children, but the evidence indicates certain advantages and minimizes the claimed disadvantages. Evidence in favor of special classes has been reported by Lamson. Carroll believed that homogeneous grouping helped in preventing attitudes of snobbishness and egotism in gifted children. Witty and Wilkins found that the educational attainment

of gifted pupils in unsegregated classes falls far short of expectations based upon calculations from intelligence measures. Martens stated that partial segregation is doubly advantageous when it gives gifted children opportunities to work on an enriched program with pupils of their own mental caliber while they associate with children of all intelligence levels in co-operative social activities. Hollingsworth published testimonies of pupils who had been in special classes for the gifted. They reported that, in their estimation, advantages of segregation outnumbered disadvantages. . . . Gosard concluded that . . . "in the main sentiment toward homogeneous grouping has become increasing favorable."

### Partial Segregation

Not complete segregation, but partial segregation may be our answer—dismissed time so that our gifted children can have the fun of meeting in seminars and workshops with others who speak their language. Any functional program must, I think, speed across general education to those unknown worlds whose boundaries special education can touch with an OPEN, SESAME. Gifted children need general education because they are children, but, because they are gifted, they also have need of special education.

Last year in an elementary school which is located in a lower socioeconomic area in one of our large California cities, the majority of the pupils who were tested were somewhat below the average in intelligence. There were no really superior pupils except one: one small Mexican boy tested IQ 168.

Are we harried, hurried classroom teachers providing our crowded classrooms the individual encouragement and enrichment which he needs? Particularly, when he is the child who, more frequently than not, will sit quietly and withdrawn back of the cover of almost any book we toss at him, and will not present the obvious behavior problem of those who, limited mentally, are usually not retarded vocally.

There he is, our gifted child lonely and lost in the intellectual wasteland of his particular school and environment. He is our problem now. Are we going to close our eyes and go on pretending that he doesn't exist?



*He says he's just out looking for certificated teachers.*



## School Legislation Is Successful

(Continued from Page 9)

in Los Angeles and San Francisco was defeated. Instead a bill was enacted providing that a hearing officer be appointed under the Professional and Vocational Standards law to hear evidence in the cases of such probationary teachers not being rehired. This replaces the present provision that a hearing must be given by the school board.

The Governor signed all but 24 of the 231 educational bills sent to him by the Legislature. Some were duplicating or conflicting, so were not approved. One of the measures which he pocket vetoed was a bill sponsored by the California School Trustees Association setting forth the interests which a trustee legally could have in a concern doing business with a school district.

Defeated in the Assembly Education committee after headline-making action in the Senate was the bill authored by Senator Harold T. Johnson to restrict adult education. Some features of the bill, including those eliminating classes in dancing, etc., from the program of state support and reducing equalization aid resulting from adult classes, were written into the apportionment bill.

Also killed was the recurrent proposal for Bible reading in the schools. Likewise rejected by the Legislature were measures to restrict use of the initiative, facilitate establishment of educational television stations, extend tenure to districts with fewer than 850 a.d.a., bring teachers under terms of labor laws calling for collective bargaining, make the cost of providing crossing guards the responsibility of school districts instead of law enforcement agencies, have the state provide plans and specifications for all school construction, establish an educational Fair Employment Practices Act, and have the Legislature determine eligibility of high school athletes.

Among significant bills enacted at the session were measures to:

Continue the state aided program of child care centers another two years, with a \$5,000,000 appropriation for the next twelve months.

Have state finance up to 75 per cent of the excess cost, not to exceed \$30

## Elected Secretary of Classroom Teachers



**ELIZABETH YANK**, a teacher in Marysville, was elected secretary of the NEA Department of Classroom Teachers on June 29 in connection with the Miami Beach delegate assembly of the National Education Association.

Long an active leader in CTA, Miss Yank has served as president of her local association, a member of Northern Section's executive board, and secretary and president of Classroom Department Presidents of California. The convention where she was elected was her fifth national conference. She has also actively participated in numerous regional conferences of the Classroom Department.

per pupil, of behind the wheel automobile driver training; money to be raised through penalty assessments on traffic offenders, \$1 on each \$20 of fine, etc.

Outlaw all "star chamber" or secret meetings of public bodies, including school boards.

Require postal notices to electors in all school tax and bond elections.

Eliminate issuance after next July 1 of the emergency credential.

Bring about equalization of assessment practices between counties.

Increase salaries of 31 county superintendents of schools.

## Californians Active At NEA Convention

(Continued from Page 7)

McCall's Magazine, described his publication's selection of a Connecticut woman as 1953 Teacher of the Year. A California teacher had been selected for the first award last year. J. Cloyd Miller of New Mexico, immediate past president of NEA, delivered a humorous address and 19 celebrity guests were introduced. Robert E. McKay, CTA Field Service director and former regional vice president, was elected first vice president of NSPRA. On behalf of CTA, Arthur Corey accepted an award when California was announced as the state having the greatest number of NSPRA members.—J.W.M.

## CSF Central Conference Is Held At Gilroy

Central California regional conference of the California Scholarship Federation drew 500 high school students to Gilroy May 2. Dr. Robert Aurner, Chicago executive, told CSF delegates that education is important to achieve personal leadership. "In your high school years, you are putting things



MRS. AUGUST TAIK

into your mental bank that you can draw on in later years," he said.

Mrs. August Taix, Hollister, CSF regional vice-president, presided at the advisors' meeting. Vera Ann Swoboda was advisor of the host group, Gilroy union high school, Chapter 98c. Campbell was chosen Chapter President for next year's conference.

Similar conferences were held before term-end in each of the three state regions. Mrs. Cloyce E. Martin of Eureka is state president.

## EMERY STOOPS TO USC

Dr. Emery Stoops, former administrative assistant to the Los Angeles county superintendent of schools, became associate professor of education in educational administration at the University of Southern California this month. Recognized as an educational leader in California, Dr. Stoops has been a visiting lecturer at many universities.

# MY CODE

Education is paying attention to life. An educated man is one on whom nothing is lost.

To open the senses and inform the judgment is the task of him who would educate; and he must always enroll first in his own school.

If I am to be one who shall call himself "teacher," let me then enroll in my own school: let me pay attention to life; let me be one on whom nothing is lost. And in my work:

Let me not suppose that what I know shall make enough screen to hide what I am, nor that my students shall learn more by the former.

Let me fear not life, nor lead youth to stand in the shadow of fear; for if we fear not life we shall fear not death.

Let me be tranquil and lead others in the paths of tranquillity; too often we confuse activity with the St. Vitus' Dance.

Let me inspire in youth a sense of the dignity of man; yet let me lead youth to marvel that any man should suppose that this planet, two-thirds covered by water, was made for him—who has no gills.

Let me, as I stand before the cave of darkness, shout not within to hear the echo of my own voice, but hold forth what light I have, quietly humble that it is small and often flickers.

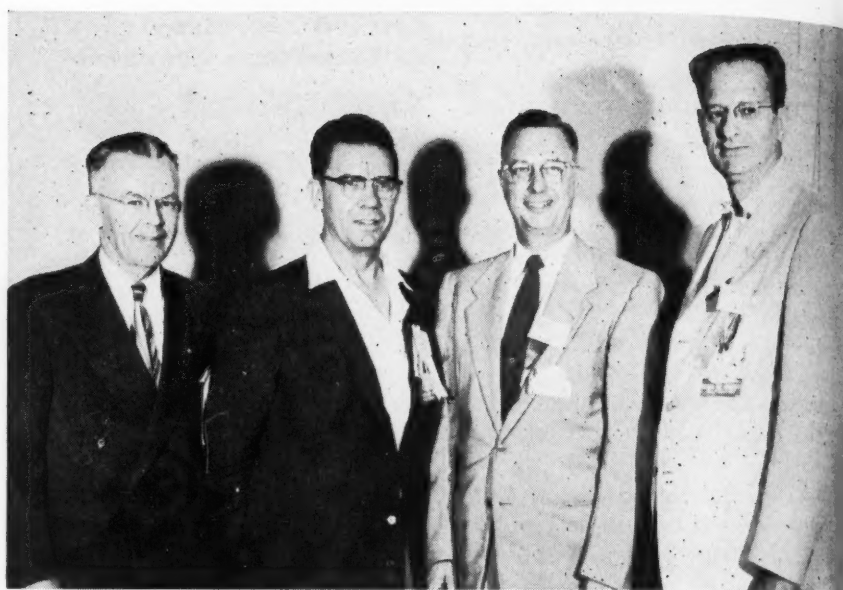
Let me, like water, take my impetus from high places and spring pure therefrom; and let me, like water, continually purify myself and bring cleanness to others.

Let me, like the water, seek not to move the rock by force.

Let me strive to move the rock gently, never pulling from before but always pushing from behind—and, like the water, accommodating my pace and power to the rock's own lesser mobility. If the rock shall seem to sink in my fluids, let me add salt to my constitution—for greater buoyancy.

Let me, like water, allow no vessel of dogma to contain me; for even from the shallow pans of fashion and the deeper vats of strait philosophy my mind should be free to evaporate and purify, and seek once more the fundamental.

Let me, as man and teacher, emulate the water, which never places itself higher than any object; but, because it seeks to humble itself, carries all things before it and grows strong by seeking not height, but depth. **Wendell Smith**



**WILLIAM A. EARLY** of Georgia, new president of the National Education Association, is shown with members of the California delegation to the Miami Beach convention. Shown above, left to right, are Dr. Robert C. Gillingham, CTA vice-president and member of the NEA executive board; Ole Lilliland, NEA director for California; Early, and Arthur F. Corey, CTA executive secretary.

## Honored for Fifty Years of Service



**Grace V. Widemann**

Miss Grace V. Widemann of Gonzales Elementary School was made an honorary life member of the Central Salinas Valley Section of CTA, which

she assisted in organizing. She has been a member of CTA from her earliest teaching days, and as principal, urged and secured 100% membership of her teaching staff. She was an alternate to the NEA Assembly in Buffalo, N. Y., in 1945. As a member of the Monterey County Board of Education, she continues her loyal service to her profession. Current president of the Delta Kappa Gamma, she leads in more extensive influence in educational activities.

Miss Widemann's completion of fifty years of teaching and administration was observed by a Golden Jubilee attended by over 600 people. Preceded by thirteen couples, representing from kindergarten through high school, she was escorted to the chair of honor.

Her phenomenal vigor is attested by a perfect attendance record, broken but once during the 1922 "flu" epidemic. A graduate of San Jose Normal, 1902, with additional work at Santa Barbara State College, she maintained a constant progression in professional growth. From 1902 to 1952 Miss Widemann served either as teacher, teacher-principal, or principal in the elementary school of Gonzales.





## They Helped Make Law

**L**A CANADA is a progressive city nestled in the foothills of Southern California. Like many another community in fabulous Los Angeles county it is beset with growing pains, not the least of which are caused by increasingly heavy highway traffic.

Foothill Boulevard, which courses through the heart of the city, passes in front of La Canada Junior High School. Suburbanites hurrying to and from work crowd its lanes with fast-moving automobiles and rumbling trucks, gaining momentum on the downgrade from the Verdugo intersection, add to the hazard.

A traffic signal two blocks above the school measures the downward flow in impatient spurts. Another, two blocks below, does the same for traffic in the opposite direction. The signals don't always synchronize, with the result that traffic almost constantly flows through the crosswalks in front of the school where daily hundreds of children must cross.

The youngsters, cautioned though they are in matters of safety, sometimes get impatient and dart through traffic to the opposite curb. Brakes have screeched on many an occasion and the number of near accidents has been alarmingly high.

School officials set about to solve the problem. A student traffic patrol, they decided, was impractical. A crossing guard to stop traffic when children crossed would impede the flow of vehicles and make useless the two nearby signals. Repeated appeals by

school board members, PTA leaders and others brought no solution from the State Highway Patrol or the State Department of Public Works. After two and a half years the problem remained unsolved.

Then it was that a plan began to develop.

La Canada's member of the State Legislature, Assemblyman Frank Lanterman, decided to carry the matter to Sacramento, to introduce a bill demanding action.

At the same time 8th grade teacher Darwin R. Russell, long a believer that citizenship training could be made more practical and realistic to his teen age students by first-hand contact with government in action, toyed with the hope of taking a selected group to a session of the Legislature.

Assemblyman Lanterman suggested they combine their plans. He proposed that members of Mr. Russell's class in government make the 400-mile trip to the State Capitol not just to observe the Legislature in session, but to appear as advocates for the bill he proposed to introduce.

They jumped at the chance. School officials and parents approved. On a merit basis three girls and three boys, ages 12 and 13, were chosen from the 187 eighth graders in the junior high school. All were outstanding. A brown-eyed youngster, Mark Detrick, star sprinter and president of the eighth grade Hi-Y, was chosen as chairman of the group.

**ACTION**—Six junior high school students from La Canada, members of a class in government, got practical experience in Sacramento during the recent session of the State Legislature when they appeared in support of a bill to put traffic lights at their school. The Legislature passed the bill. Left to right are: Mark Detrick, chairman of the delegation; Peter Tracy, Kay Akerberg, Faculty Advisor Darwin R. Russell, Assemblyman Frank Lanterman, Cheryl Lawson, Nancy Alexander and Bill Fairfield.

Then began the work of preparing for the scheduled hearing of Assemblyman Lanterman's bill before the Assembly Committee on Transportation and Commerce. The six team members divided the job. One of them went about the task of making a traffic count and a pedestrian count to show the problem at the busy intersection in front of the school. Another studied the area's phenomenal population growth, traced the school's mushrooming enrollment.

The young people pored over reports and made their own studies to find the hours of peak traffic load, the number of persons crossing the boulevard. They assembled all the pertinent facts, then translated them onto easily read charts and graphs which they prepared themselves.

At Sacramento, in company with their teacher and advisor, Mr. Russell, they watched the legislative process with attentive eye for several days before the hearing.

Quietly they sat in the galleries and committee rooms, listening attentively, making notes, and later discussing what they had seen and heard. They were tall, smiling Bill Fairfield, going on 14; red-headed Kay Akerberg, 13-year-old blond Cheryl Lawson, sporting a sty on her left eyelid; blue-eyed Nancy Alexander, her hair in the latest buck tail style; poised, confident Peter Tracy, just turned 13; and Chairman Mark Detrick.

At the hearing they performed like veterans. Introduced by Assemblyman Lanterman they told their story through their youthful chairman. Keen, direct and well-informed, he told of the problem, pointing out the facts with his charts and graphs.

Committee members, intrigued by the refreshing ability of the youngsters, tossed questions and got back straightforward answers. The committee dis-

(Continued to Page 24)

The difference between responsible men and children is logically defined by the characters in this interesting dialogue. By adopting Plato's style, a modern educator brings us a curious story with a happy ending. It will surprise you, too, with a pertinent application to our times.

# THE REPUBLICRAT

By Dan Johnson

## PERSONS OF THE DIALOGUE

<i>Thaumastos (who is the narrator)</i>	<i>translated "Tom"</i>
<i>Autareskeias (an Individualist)</i>	<i>translated "Otto"</i>
<i>Alegeinos (a troubler)</i>	<i>translated "Al"</i>
<i>Epakouos (who usually listens)</i>	<i>translated "Jack"</i>

And others who are mute auditors.

I WENT down yesterday to the stadium behind the gymnasium with Autareskeias to observe the youths practice for the spring games. I was delighted at the spectacle of the young men casting the discus and leaping the hurdles, and would have stayed til even if had I not business in the city.

I had just bade farewell to Autareskeias (Otto) who was of a mind to stay longer, when Alegeinos (Al) chanced to catch sight of us from a distance, and called to us to wait.

A paper fluttered in Al's right hand as he came toward us. After saluting us, Al presented us the scroll and asked whether we were ready now to add our subscription.

Otto glanced quickly at the super-scription and straightway handed the list to me. Whereupon I perceived it was the yearly roll of teachers who had joined the CTA and NEA, and made ready to give Al my one-half talent dues so that I might again be upon my way.

Otto reached out and touched my arm saying, You speak about freedom, but are about to act like a frightened slave.

I do not understand you, I said, taken back by the color rising in his cheeks.

It is this, he said. Teachers are free men, and ought not to act like slaves.

*Mr. Johnson is school psychologist in the office of Alameda county superintendent of schools in Oakland.*

You were about to give dues and add your name to the list. The next man, seeing your name, which is respected, would be less ready to exert his own freedom.

I answered him, saying, you imply I limit freedom by my actions although I favor it in my words. Al, here, and I would like to learn where our error lies. Free us from our ignorance, and we will join you in freeing our fellows from the CTA.

Then listen, he replied. Look about you. Do you see any cord trying you to Al or to anyone else?

No, I said, somewhat bewildered.

Do you see a stem tying you like a leaf to a tree? Do you eat through another's mouth or die in another's death?

No, I admitted.

Is this natural, or can you conceive of conditions being otherwise? Al asked.

It seems to be the usual arrangement.

Then, Al exulted, you admit that you are by nature free. Yet being born with the right to your independence, you thoughtlessly bind yourself to strangers, and restrict your freedom.

Al interrupted. If you are not of a mind to pay, say so. I have many others to ask.

I would not delay you, Al, I said. But first let us determine in which direction our freedom lies. Our Individualist friend might save us a one-

half talent and our freedom besides. Please, Otto, tell us more about this freedom we are about to lose.

I am not so fluent as you, he began, and I know that when I am through you will try to make me appear to believe the opposite of what I say. But this is the freedom you take so lightly. Just like your separateness, the Gods have given you inborn freedom. You are free to use the opportunities that touch you as life passes by. They are yours if you grasp them. Each man is free to make them his own, and should be ashamed to complain if others seize the passing opportunities which he disdained. All men have equal right to appropriate these to themselves; but some men are weak or indifferent and the end of life finds them still standing with empty hands while others, strong and diligent, have gathered many blessings from the Gods.

As Otto paused for breath, Jack who, having come upon us as it happened, had been listening as his custom was, asked mildly: Does this have something to do with Tom and the CTA?

Whereupon Otto frightened the lad with the vigor of his reply: Some men too weak and indolent to seize an opportunity for themselves, join themselves to others equally helpless. By adding weakness to weakness, they seek to gain some slight advantage which will save them from utter want. This is your CTA! This is your demission of God-given freedom!

You have almost convinced me that men should stand alone, but first let me understand you, my friend, I said. Do all men begin with equal strength and capacity to seize what they will from life, or does accident of station or education or mishap give some an initial disadvantage?

There is, he said, too frequently an initial disadvantage arising from the imperfection of our life, but it is our obligation to remove these by every honest means. Men should be free from penalizing handicaps.

If CTA were a means of removing disadvantages among teachers and students, would you consider it an honest activity in the interest of freedom?

On that basis, yes. But too much of its activity destroys the freedom and reward of individual virtue. These groups tend to go far beyond creating freedom from handicaps, and they limit the power of individuals to use their God-given opportunities. The list of



instances is long, and I and my Individualistic friends do not agree exactly which of these freedom limiting activities create enough equality of opportunity to justify their existence.

Would you give us an example of what you mean? said Jack.

Take tenure — an accomplished boast of the CTA. I do not need tenure. If I do not teach well enough to keep my job, I will willingly relinquish it. I do not want weak, tenure-protected teachers sending ill-prepared students to my classes. The line is hard to draw, but the issue is clear. I am ready to grant to every other man equal opportunity to take the things I wish to take for myself. I ask nothing for myself that I do not grant to others. I do not want him to interfere with me, and I have no desire to interfere with him. If we both act intelligently and make the most of the opportunities which come to us severally, everything will come out all right.

And would you apply this to government as well as to voluntary associations? I asked.

Yes indeed, Otto affirmed. Let government provide equal opportunity and a fair start, let it prevent unfairness and promote competition. Such a government might be inefficient, but it would not destroy individual liberty. Within such a state an individual would be free to add almost endless advantages to his estate. Individualism insures the highest good and greatest liberty to the individual.

And who would guarantee the continuity of such a blissful state? Al inquired.

He answered: The majority opinion would establish a rule of law and no individual ruler would be permitted to stand above the law. Rulers would take care to preserve the laws for they would know that soon the majority would depose them. To establish and maintain laws of individual liberty deserves our life-long devotion.

Jack, who had listened intently, interrupted softly: Should we pay our CTA dues or not?

We will not pay, I said, if we thereby lose our freedom, but even Otto is not certain that the CTA is completely destructive of liberty. Let us not be hasty.

Do you hesitate for logical reasons or because you fear to stand alone? Otto asked.

After your logic of Individualism I

hesitate to offer my own simple pragmatic point of view. I love liberty too, but I feel a harshness in Otto's words which would justify any outcome whatsoever, providing the rules of the contest had been lawfully applied.

And is there a logic behind your sentiments?" asked Jack.

I said, Let us go back to Otto's proof of our independent existence. Let us examine his figure of the cords. Was there never a cord binding us to another?

Of course we were once bound to our mothers, Otto said, but this cord is cut that we might live.

And do men climbing a mountain or crossing a torrent ever tie themselves together?

Otto answered: They do.

And is this a sign of weakness and fear, or of wisdom and determination?

The latter.

By tying themselves together men gain freedom to overcome obstacles to which they otherwise have meekly to submit?

Yes, he said.

Then it appears men become more free through joining together to overcome obstacles. On the other hand, when there are no dangers or scarcities, men can afford Otto's Individualism. Then, as children playing on the seashore, he who has no sand to play with is indeed weak and indolent.

You assume, said Al, that some Olympian father shelters and provides for Otto's childish men, but that men who join together to face danger

or scarcity take responsibility for themselves. Children can wait for their father to provide.

That is the difference between responsible men and children, I said.

And you believe men can find greater liberty from threat and greater freedom for achievement by cooperative thought and action?

That is a belief, but it can be tested, I said. Did the 10,000 Hellenics under Clearchus survive the march through Persia because they were each seeking his own good, or because they put the common safety above their own?

The latter of course, Al said.

The end sought by the individual hoplite was the safety of all?

That is correct.

And the means of the individual safety was the general welfare?

That is self evident.

Then each hoplite was both the means and the end for the others.

That is undeniable.

On the other hand, I continued, the barbarians through whose lands they passed were no match for the Greeks. Although they were brave individual fighters and had vast numerical superiority, they fled before the coordinated teamwork of the Greeks.

That is a fact of history which could be duplicated many times.

Now Jack, I said, have we found the answer to your question?

Why, we would find greater freedom and likelihood of success as teachers through joining with others, unless Zeus will care for us like children, Jack said in what was for him a long oration.

Otto, what do you say? I asked. Shall we give this fellow his one-half talent?

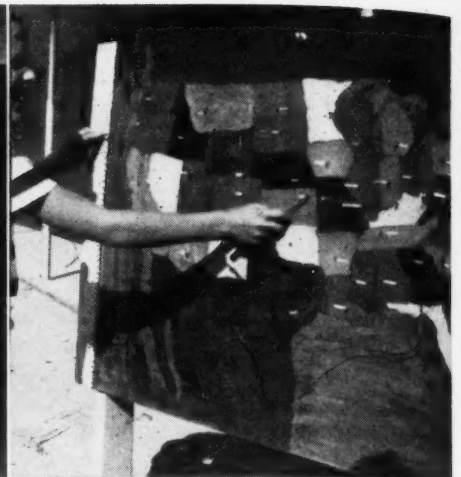
Yes, he said. As said before, my philosophy permits me to do this, but I fear you lose the sanctity of the individual in your social emphasis.

By this time the afternoon practice had ended, and the coaches had gathered around to hear the end of the argument.

They joined us as we paid our dues and added their names to Al's subscription list. I did not notice which coach said this, but his words were like the echo of the chorus at the theater, summarizing the drama: I would rather have a team of average athletes bound together with team spirit, than a team of champions competing among themselves as well as against their opponents.



*It happens every time I see one of those signs.*



*The author, a classroom teacher, helps his students to construct and use this ingenious map. Graphic but inexpensive, the lighted board has helped in the teaching of a wide range of subjects.*

## Lighting Up the Map

**By Jean M. Grenbeaux**

OUR fifth grade class really lit up the map this year with our own child-made audio-visual aid. As we began our study of the United States in social studies it became more and more apparent that the children's concept of the map was hazy and vague. It is naturally difficult for a child to grasp the relationships between states and areas if he is not sure about their location and proximity. We discussed our difficulties along these lines and decided that we had to have a clearer understanding of the map before we could proceed with our Westward Movement Unit.

I recalled that as a child I had enjoyed working a jigsaw puzzle in which the states had been sawed out to form the pieces. I felt that the children might also enjoy this, so I procured a large piece of plywood and constructed such a puzzle. This was a great hit with the class and the children were allowed to "play" with it.

### Finding Shapes

To increase their awareness of the shapes of the various states we utilized part of the art period in an attempt to find and draw fanciful shapes suggested by the outlines of the states. One child noticed a profile of "Uncle Sam" in which Florida was the whiskers, Texas the nose, and so forth. The class soon became proficient in putting together the puzzle map, but I felt that they

were not relating the name to the location. I believe that the chief difficulty with this device is that the child did not participate in its construction and that it did not therefore take full advantage of a possible learning situation. We then needed a teaching aid which would allow the child a full opportunity to create the device and in so doing learn the relationships between the states.

### Wire the Map

To solve this difficulty I developed an electrically wired map from a similar aid I had seen in use before. Once I had the project clearly planned I attempted to motivate the class to undertake the construction of it. Utilizing a very direct approach made the motivation virtually effortless. The children had already developed a need for something to help them learn the names and locations of the states. One morning I arrived with a huge armload of scrap lumber and tools. Naturally they were delighted at an opportunity to build something. This was the first time we had done any large-scale carpentry and I was surprised to find that a great number of our children had never had an opportunity at home or school to learn new skills and techniques. Some of the areas of learning included were:

1. Planning and designing
  - design of framework
  - design of electrical system
  - selection of materials
  - allocation of work
  - selection of tools
  - obtaining tools
  - planning colors
  - discussion of special problems
2. Creation of standards for safety
  - discussion of safety
  - planning of safety
  - list rules for group conduct
  - selecting work areas
  - routing tools and materials
  - selection of safety inspector
  - keeping records
3. Woodwork
  - basic tools
  - care of tools
  - use of tools
  - woods and their uses
  - techniques of efficient work
  - evaluation of results
  - vocabulary
4. Electricity
  - wires and conductors
  - batteries and their construction
  - basic circuits
  - simple electronics
  - techniques of electrical work
  - soldering and wiring
  - functioning of lights
  - vocabulary
5. Art
  - preparation of surfaces for painting
  - congruous colors
  - overall color effect



protection of finished surfaces  
lettering

6. Geography
  - names of states
  - names of geographic areas
  - locations
  - names and locations of state capitals
  - relationships
  - major lakes and rivers
  - major marine features
  - mountain ranges
  - concept of natural barriers to Westward Movement
7. Research skills
  - looking up information in books and magazines
  - applying information to project
  - obtaining lists
8. Basic skills
  - each of the above involved growth
  - experience in reading, writing, and arithmetic

The map itself is easy enough to construct and all the work can be done by the children under the supervision of a teacher with even a very small knowledge of construction. The materials were for the most part scrap and the actual cost of the map was under two dollars. The only materials I purchased were some liquid solder, the bulb, and the battery. The wood came from a scrap pile, the wire was discarded lamp cord, the paint was poster paint, etc. The photographs show the general construction..

#### Outside Panel

The map is essentially a panel with an outline map of the states drawn in. On the left hand side of the panel is a vertical list of the states and the features found on the map. Alongside of each name a small hole is drilled. This hole should be slightly smaller than the nail which will be inserted in it. Upon the location of the state capital another hole is drilled and a nail inserted. The state is labeled on the left hand list and the state capital named at its location on the map. These labels can be typed on paper and glued on the map. Each state name is connected on the back of the map with the proper state. Ordinary lamp cord will do quite well for this. A drop of liquid solder will make the connection firm. When this has been done to all forty-eight states a battery can be attached to the back of the panel. A small flashlight bulb is then fastened to the front of the map panel where it can be easily seen. A wire leading from the battery to the bulb and a free wire from the battery completes the circuit. A piece of heavy wire from a fly swatter handle makes a good end connection for these

wires. When these points are brought into simultaneous contact with the proper state name on the left and the state capital on the map the bulb will light up. A small buzzer can be inserted into the circuit if you can stand the noise.

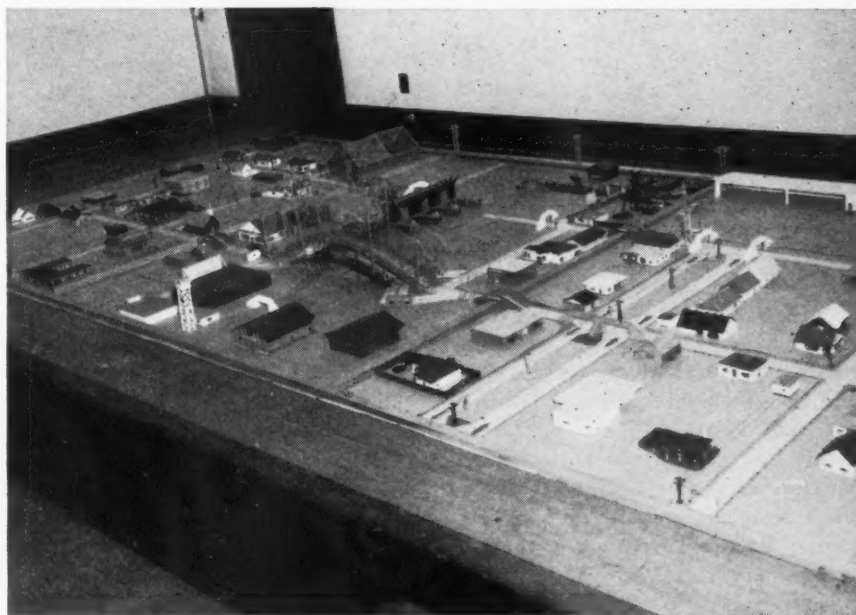
#### Students Like It

The map has proven to be highly popular with the children and they have developed many games of skill based on its use. By this time almost every child knows the names of the states and their locations. Some of the children were so thrilled with the map that they began construction of similar maps on their own. One boy applied the basic principle to a very simple type built on a cardboard box from a local grocery store. He covered the

top of the box with a map showing the major rivers, lakes, and mountains of the United States. The map was wired as I have previously described and the light was furnished by a flashlight battery and bulb. The map is portable and simple.

The construction and use of the map was a very enjoyable experience for all concerned and the learning involved exceeded even my fondest hopes. I think this was all neatly summed up by one of my solemn ten year olds who said, as she applied the finishing touches to the map, "Gosh, we've learned the states already building the map and we haven't even had time to play with it yet." For this I was very happy because for her we had really lighted up the map.

## They Built A City and Made It Work



**R**USSELL G. GATES, seventh grade teacher at Arroyo Grande elementary school, San Luis Obispo county, inspired his class to build a model city. The completed project taught a wide range of social sciences, introduced civic responsibility, and brought prolonged applause from the local Rotary and Lions clubs.

Students elected a mayor and city council, borrowed and disbursed money, used FHA loans to construct homes, levied local, state, and federal taxes, and published a community newspaper. Construction required mechanical drawing, shopcraft, book-keeping, budgeting and planning. Eco-

nomics became practical in bank operation, partnership contracts, construction bids, and occupations and professions. Use of English came into play with written reports, interviews, legal forms, and public speaking. City planning with consideration of recreation, health and safety, and municipal services became part of the study.

The model shown in the picture above was built accurately at a scale of  $\frac{1}{8}$  inch to the foot. But the teacher adds in his note to the Journal: "The ideas and attitudes which developed among our seventh graders cannot be measured in terms of specific subject or by standardized tests."

## CORDIALLY YOURS . . .

(Continued from Page 4)

Those who would have demanded bell-ringing statements on freedom of thought and McCarthyism consoled themselves with the opinions of guest speakers. Every teacher in America will do well to restudy the 8-section 20-year-old platform of NEA as well as the 30 resolutions which underline specific timely issues.

**O**UR publications division has been busy this summer.

The board of directors approved our recommendation of a higher advertising rate for the Journal, based on a substantial increase in circulation and production costs. A single page now costs an advertiser \$320, a single inch \$20. If insertions continue for six months of the year, however, he may earn an attractive discount rate. We have produced a new rate card and a promotion folder. If readers have contact with advertising prospects, we will be glad to mail folders where space sales are a possibility.

Les Landin's cartoons, which amused our readers during the past year, were also popular with editors of other state journals. We offered 23 of the Saratoga teacher's cartoons in a matted syndication and received orders from nine states and two Canadian provinces. His work will be seen this year by a million teachers.

Last fall we produced in our own CTA offset shop the first edition of Dr. Lucien Kinney's monograph on teacher competence which we entitled "Measure of a Good Teacher." It was out of print in six weeks. We are producing the fourth printing of the unique and useful 28-page booklet, with pressrun at 10,000 copies. Already proven valuable to California teacher education institutions, we anticipate a wider distribution over the nation.

Roy Cloud's *Education in California*, published by CTA under contract with Stanford University Press, has had a steady sale since its release last fall. Priced at \$6 a copy, the remaining 800 copies will probably remain in stock only a short time. For those who need an orientation in the state's history of education, this book by the late executive secretary of CTA will provide an authoritative background.

Expanding its cooperative service to institutions of teacher education, CTA this summer published a 64-page manual of accrediting procedures which

had been prepared by the Joint Committee on Accreditation of the Western College Association and the California Council on Teacher Education. Use of this manual was expected to improve the work of visiting committees who determine the merit rating of member colleges.

Although CTA's exhibit at NEA Delegate Assembly did not win top honors, it drew high commendation. Telling the story graphically, the 25 colorful placards keyed CTA activity, state support, and teacher welfare. Written by Harold Kingsley and researched by Ken Brown, the series was drawn and lettered by Charles L. Hansen of the staff. Sets of colored slides have been made for use by Field Service representatives before teacher clubs. Significant portions are published on pages 6 and 7.

Our most satisfying activity since the May edition of the Journal has been in preliminary editorial planning. This has been our first opportunity to look back and to look ahead. We have prepared or scheduled editions which will be better balanced and more attractive. We know you will like the improved Journal.

**H**OW many teachers, in the secret places of the soul, have prayed that they might ignore the misfits and the handicapped in order to bask in the delight of glowing youthful intelligence, bright eagerness, and brilliant ability?

The unsung heroes and heroines of modern education are those teachers who find it in their hearts to love and encourage even the most wayward and inept pupil, to bring order into unfortunate young lives. Education of the physically and mentally handicapped is now a highly specialized professional activity, recognized by legislative appropriation.

As pointed out in several features soon to be published in the Journal, we have no similar emphasis on the encouragement of superior ability. Dr. George D. Strayer, speaking at a Phi Delta Kappa meeting in May, placed the education of superior students at the head of his list of challenges in our times. He pointed out that the strength of free public education under a democracy calls for recruitment of superior brainpower, independent of the family's economic ability.

Dr. Strayer argued that the preparation of teachers for professional service

should recognize experience. He pointed to the medical profession's requirement of a two-year internship before a doctor is considered competent to practice independently. Why should the teaching profession not aim for similar preparation? Practical exposure under skillful supervision is as important as the necessity for insight and understanding as an attribute of the good teacher.

He made a third point as part of his thesis on the challenge to education. He said we must secure the participation of the laity in the service of education. We must not be arrogant in our assumption that we know all the answers. There is a close bond of common interest between school people and the "layman" of the tax-paying public. Encouragement and cooperation with lay advisory groups, citizen committees for the public schools, and parent teacher associations is and should be a primary concern of the teaching profession. Dr. Strayer wants not only recognition and understanding but active participation.

We have many problems in public education, some of which are produced by our own conflict of theories. If we accept well-defined objectives of major importance, irrelevant theories will be discarded. If we recognize and encourage superior students to their maximum contribution to society, if we establish standards of professional competence for all teachers, and if we join a co-partnership with the public for effective teamwork, we will successfully meet our challenge.

## LEGISLATIVE SUCCESS . . .

(Continued from Page 19)

cussed the bill, made some amendments and gave it a favorable recommendation. Later the bill cleared both houses and ended up on the Governor's desk.

"Wish all of the witnesses before this committee were that able," remarked one assemblyman.

"Pretty smart kids in our schools these days," said another. "They really train 'em nowadays, don't they?"

Cynical members of the lobbyist contingent smiled in agreement and added that the kids now know a lot more about government and citizenship than they did in the "good old days."

The final answer to the traffic problem has not yet been written, but a lot of people in Sacramento and elsewhere will put up an argument if anyone suggests the schools aren't doing a pretty fair job.

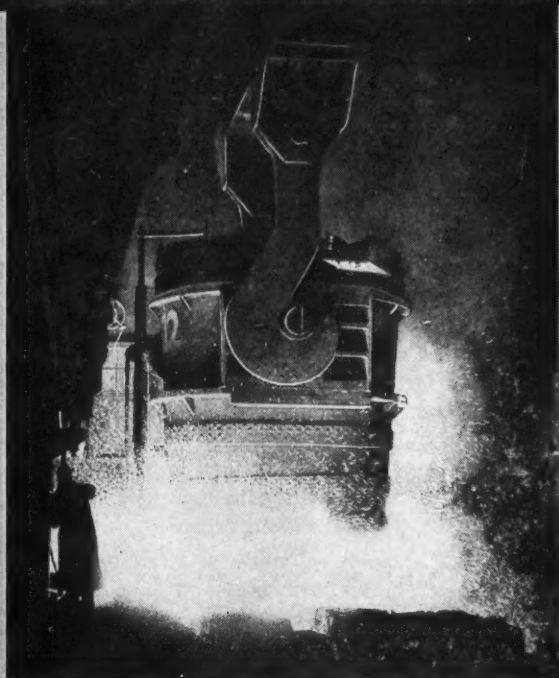
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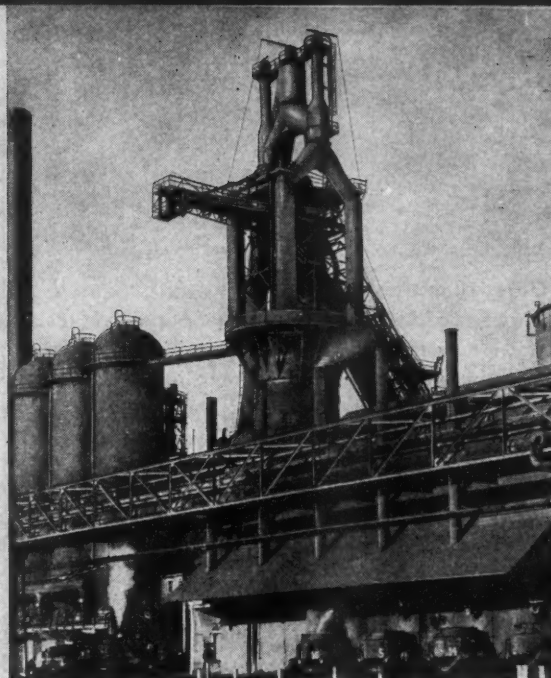
## Report on

## COAL'S ROLE IN STEEL PRODUCTION

# Why Steel Plants Grow in Coal Fields



Molten metal being formed into ingots of steel. Wherever you find steelmaking, you find coal mines nearby. It takes as much coal as iron to produce steel.



Here in the blast furnace, coke made from coal is combined with iron ore, limestone, and air. This is one of the first steps in the production of steel.

**For every ton of steel—a ton of coal!** Just as America depends on steel—steel depends on coal. Every ton of steel requires a ton of coal in the making. Coal, baked into coke, supplies heat for smelting. At the same time it furnishes carbon monoxide to free iron from its ore.

**Steelmaking—only one of coal's jobs!** It takes a lot of coal to match today's huge steel production... up to 100 million tons a year. Yet all this coal is only about  $\frac{1}{3}$  of our nation's output. Electricity takes a fifth; industrial power, more than a fifth. Coal heats 15 million homes and helps run our railroads. From coal chemicals come thousands of products like nylon, plastics, "wonder drugs," and even perfumes.

## BITUMINOUS COAL

### BITUMINOUS COAL INSTITUTE

A DEPARTMENT OF NATIONAL COAL ASSOCIATION  
Washington, D. C.

**Plenty of coal for every need!** Fortunately, 90% of America's fuel resources are coal; and the progressive coal industry, highly mechanized and efficient, is the most productive in the world. These privately managed bituminous coal companies, while meeting all of today's needs, are making ready in every way to supply the even greater tonnages the future will surely require.

**FREE  
TO TEACHERS**

"CLASS REPORT," a new 16-page booklet, illustrated in color, for intermediate grades. May be used as basis of class unit on coal.

For your copy and a list of other teachers' aids, fill in this coupon and send it to: Bituminous Coal Institute, Educational Division, 320 Southern Building, Washington 5, D. C.

(PLEASE PRINT)

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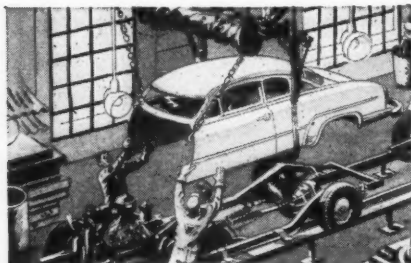
# HOW FREIGHT CARS HELP BUILD FAMILY CARS!



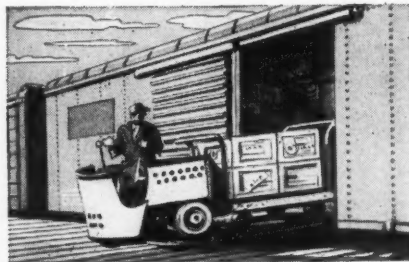
Glass and steel...rubber and textile...chrome and paint. These are just a few of the things needed in the building of the automobile you drive. And it takes railroads to bring together the tremendous quantities of goods that America's automobile assembly lines must have every day.



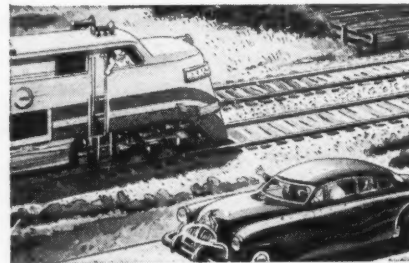
Perhaps steel is the first thing you think of when it comes to building a car. Making steel takes iron ore and limestone and coal. Tremendous loads of these raw materials are delivered right to the steel mills in "open top" railroad cars. A trainload of iron ore may weigh as much as 10,000 tons!



At these plants auto parts move right from the freight car to the assembly line which turns out a finished car in 80 minutes. Having everything just when and where it's needed is one of the auto industry's big problems in the production of some five million cars a year, and the dependable, high-volume, continent-wide service of the railroads is one big answer to the problem.



Steel and other materials are shipped by rail to factories that make auto parts such as frames, engines, wheels, bodies. All in all, there are 15,000 parts in your automobile and they are manufactured in many places all over America. From these factories a steady stream of parts is hauled to assembly plants.



So the next freight train you see may well be carrying things needed to make the next car your family buys. Of course its load could be almost anything you use every day. For railroads not only do America's big, basic job of transportation, they also help make other forms of transportation possible!

## ASSOCIATION OF AMERICAN RAILROADS

WASHINGTON 6, D. C.

Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 7.



You'll enjoy **THE RAILROAD HOUR** every Monday evening on NBC.

## FREEDOMS FOUNDATION...

(Continued from Page 10)

gold medallion showing George Washington at Prayer and inscribed on the reverse side, "For Outstanding Achievement in Bringing About a Better Understanding of the American Way of Life."

### All Schools Eligible

Every American school, public, parochial, and private, is eligible to nominate its work in the Freedoms Foundation program. All nominations should be substantiated by evidence of student participation and benefit. Scrapbooks, descriptions of activities and projects, photographs, tape recordings, drawings and artwork, or any type of evidence, compactly presented and adequately explained, are acceptable.

The program is in no sense a contest. All submitted material is subjected to a careful evaluation process by the Awards Jury of the Foundation. The Jury consists of State Supreme Court Chief Justices and the elected heads of national patriotic, veterans and service organizations.

All material submitted is evaluated on the basis of its adherence to the Credo of the American Way of Life, which shows our way of life based on Fundamental Belief in God, Constitutional Government Designed to Serve the People, and the Indivisible, Inalienable Bundle of Personal, Political and Economic Rights.

### Many Awards Made

In addition to the broad school awards, Freedoms Foundation also offers awards for High School Newspaper Editorials. Cash and Honor Medal Awards are offered for those editorials appearing in high school newspapers which best express the fundamental principles of the American Way of Life.

The names of all award recipients are announced on February 22, George Washington's Birthday, each year.

Freedoms Foundation is a non-profit, non-political, non-sectarian organization chartered in 1949 for the specific purpose of annually making awards to Americans who make outstanding contributions toward better understanding of the American Way of Life. The Board of Directors of the Foundation is composed of outstanding men and women from business, education, and the judiciary, the professions and the clergy.



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Whether she's 9, 14 or 17 . . .

*There's a booklet on menstruation to help her—*

"Very Personally Yours" is widely recognized as an outstanding help on menstrual education for junior and senior high school girls. Its simple presentation of accurate, scientific facts gives girls a wholesome understanding of menstruation.

"You're A Young Lady Now" was written especially for girls aged nine to twelve. It explains menstruation as a normal part of life—teaches them how to take care of themselves when That Day *does* arrive.

These booklets can be used successfully by themselves. You will find them of even greater value when used as part of the integrated program of menstrual education described below.

### A Complete Program for Menstrual Education

"Very Personally Yours" (booklet for girls 12 and over)

"You're A Young Lady Now" (booklet for girls 9-12)

**10-Minute All-Color, 16mm Sound Motion Picture . . .**

"The Story Of Menstruation" by Walt Disney Productions. Praised by educators, health authorities, parent, church groups—the film tells the story of menstruation in a simple, straightforward manner. Free (except for postage) on short term loan.



**Teaching Guide and Menstrual Chart**

. . . Hundreds of teachers helped organize this Guide. It is flexible and can be adapted to any teaching condition. This large color Chart on menstrual physiology is designed for supplementary classroom lectures. Menstruation is detailed on easy-to-follow diagrams.



### So Many Students Have Already Benefited From This Program

**Most school systems** take advantage of this complete program of menstrual education every year. The booklets, film, guide and chart are well integrated to give your students a sound knowledge of this important subject. The entire program or any part of it is available to you without charge . . . with the compliments of Kotex\*. Just fill out the coupon.

**Booklets, Film, Teaching Guide, Chart, All Yours Free!**

INTERNATIONAL CELLUCOTTON PRODUCTS CO.  
Educational Dept. ST-93  
919 No. Michigan Avenue, Chicago 11, Ill.  
Please send free (except for postage) 16 mm. sound film, "The Story Of Menstruation."

day wanted (allow 4 weeks).....  
2nd choice (allow 5 weeks).....  
3rd choice (allow 6 weeks).....

Also send the following:

For girls 9-12..... copies

YOU'RE A YOUNG LADY NOW

For older girls..... copies

VERY PERSONALLY YOURS

☐ Physiology Chart ☐ Teaching Guide

Name.....

Organization.....

Street.....

City..... Zone..... State.....

\*T. M. REG. U. S. PAT. OFF.

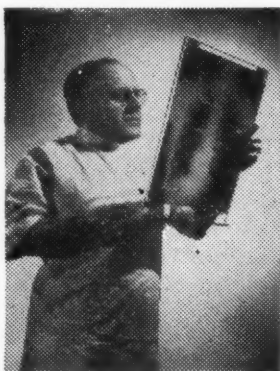
# CHIRO-QUIZ #2



**What minimum schooling is necessary to become a Doctor of Chiropractic?**

☐ 2 years ☐ 4 years

Colleges accredited by the California Chiropractic Association require 4,480 hours in classroom, laboratory and clinic study, plus at least three hours each day in outside study. The standard four-year course has a curriculum that parallels the minimum requirements of the American Medical Association for Class A schools.



**Which of the following are recognized as physicians under the California Compensation Act?**

☐ M.D. ☐ D.C. ☐ D.O.

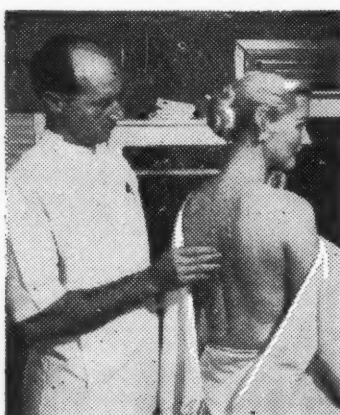
Doctors of Medicine, Doctors of Chiropractic, and Doctors of Osteopathy are all physicians under the Workmen's Compensation Act of California. All employees covered by the Act are eligible for Chiropractic care and are entitled to ask for choice of doctor. Be sure your insurance is with one of the over 500 companies that recognize Chiropractic care.

Write for free, new folder, "This Is Your Doctor of Chiropractic"

**california  
CHIROPRACTIC  
ASSOCIATION**  
Department 35  
2624 West 6th Street  
Los Angeles 6, California

## What do you know about CHIROPRACTIC?

Here is another self-quiz to test your knowledge of the world's second largest healing profession. Check yourself now!



**Is Chiropractic limited to spinal manipulation?**

☐ Yes ☐ No

Chiropractic treatment includes adjustment of ALL structures of the body. Also, Doctors of Chiropractic pioneered the study of vitamins and diets, and much of the physiotherapy equipment and procedures now used by all healing professions. They are the family doctor of today.



To assure the best of Chiropractic care, be sure your Doctor displays the above emblem of the California Chiropractic Association. The members are pledged to the highest ethical standards in the practice and advancement of the science of Chiropractic.

## COMING EVENTS . . .

**September 12** — CTA Affiliates and Associates; regular meeting of representatives. CTA Building, San Francisco.

**September 18-20** — CTA Northern Section; leadership training conference. Manzanita Lake.

**September 25-26** — California Association of Secondary School Administrators; representative council. Sacramento.

**September 25-27** — CTA Southern Section; leadership training conference. Camp Seeley.

**September 26** — CTA Bay Section; council meeting. Laney Trade School, Oakland.

**October 2** — CTA Classroom Teacher Department, Northern Section; executive board meeting. Chico.

**October 3** — CTA Classroom Teacher Department, Northern Section; annual conference for better teaching. Chico.

**October 3** — California Home Economics Association; board meeting. Pasadena.

**October 9-11** — CTA Central Coast Section; leadership training conference. Asilomar.

**October 10** — CTA Board of Directors; regular meeting. CTA Building, San Francisco.

**October 10** — CTA Southern Section; council meeting. Los Angeles.

**October 10** — California Speech Therapy Association, Northern Section; fall meeting. Stanford University.

**October 11-14** — County and Rural Area Superintendents; eighth national conference. Omaha.

**October 16-18** — CTA North Coast Section; leadership training conference. Hartsook Inn.

**October 18-21** — California School Trustees; annual convention. San Jose.

**October 19-23** — National Safety Congress and Exposition; 41st annual meeting. Chicago.

**October 21-23** — California Association of School Administrators; annual conference. San Jose.

**October 23** — CTA Northern Section; executive board meeting. Auburn.

**October 23-25** — CTA Bay Section; leadership training conference. Asilomar.

**October 24** — CTA Central Coast Section; board of directors. Salinas.

**October 24** — CTA Northern Section; council meeting. Auburn.

**October 28-30** — California Junior College Association; annual fall meeting. Awahnee Hotel, Yosemite.



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Policy Expires.....	Model Name.....	Body Type.....	No. of Cyls.....		
Car Year.....	Make.....	(Fleetline, DeLuxe, Custom, Standard, etc.)			
Motor No.....	Serial No.....	Is Car Fully Paid for? Yes.....No.....			
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## TARANTINO FINED . . .

(Continued from Page 11)

broadcasts of the original attacks combined with further "blasts" against the California Teachers Association. As a result, the CTA instructed Gardiner Johnson to file suit in Miss Bruner's behalf in February, 1952.

The case finally came to trial on July 13, 1953. Four weeks and 2100 pages of testimony later, the case was given to the jury. Teachers, UWF members, anti-UWF crusaders, and other interested citizens kept the court-

room packed. Even standing room often was exhausted. Bay area newspapers and wire services gave detailed day-by-day coverage written by their top general assignment reporters.

The case is not closed. On September 15, defendants will argue their motions for a new trial, and for reduction in damages assessed by the jury. Attorneys for KYA have asserted they will appeal to higher courts if they lose these motions.

Collections of the judgment also may involve considerable additional litigation, but both Miss Bruner and CTA

officials have declared that victory rests in the verdict, not in the money.

The \$25,000 owed by Tarantino is almost hopelessly uncollectable, though Johnson says he will take all legal steps to enforce the liability. KYA and Fernhead, however, have assets valued at more than the \$30,000 assessed against them.

### Teachers Liberated

Meanwhile, news of the verdict has swept across the nation in newspaper and magazine reports. California teachers again have shown that maintenance of strong professional organizations provides the means to meet attacks—on the profession or on its individual members.

Fern Bruner, whose courage and willingness to prosecute the suit never wavered through the long delays, despite developments which might well have discouraged or frightened even slightly timorous individuals, has liberated the nation's teachers from one of the profession's greatest current hazards—the danger of false application of the "Commie" label.

Her victory is "for the profession."



### SECONDARY

**KNOWING YOUR NEWSPAPER** is a guide to intelligent newspaper reading; designed to add interest and meaning to any English or social studies course. It contains information and suggests activities to help students read the daily newspaper critically and understand its importance in American life today. By Geraldine Satzberg; 102 pages, paper-bound; 96c; World Book Company, 121 Second St., San Francisco 5.

**REVIEWS AND EXAMINATIONS IN ALGEBRA.** The second edition of this compact work provides supplementary material or review work in the topics of first and second course algebra. It contains material for average students as well as problems and prize examinations to interest and challenge superior students. Long reviews on "Algebra to Quadratics" and "Quadratics and Beyond" provide a comprehensive survey of the course in these two divisions. By Oswald Tower and Winfield M. Sides, both of the Department

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**MAN AND HIS WORLD.** Three new titles in this science series have been announced: **THE MOON**, by George Gamow, Professor of Theoretical Physics at George Washington University, deals with the moon's characteristic movements, Newton, laws of gravity and tides, selengraphy and possibilities of space travel by Atomic rockets. **THE WAY OF SCIENCE**, by Dr. John Somerville of the Department of Psychology and Philosophy at Hunters College, presents the history of the growth of the scientific method from the early Greeks to present. The author explains how scientific knowledge differs from other knowledge and surveys the development of both natural and social science and the tie between science and art. **LIFE ON THE EARTH**, by Rose Wyler and Gerald Ames, traces the development from the earliest sea creatures to homo sapiens, describing life in its smallest and biggest manifestations from pre-history to the present. A discussion of algae points up the never-ending cycle of chemical interchange and prepares the reader for a discussion of energy through food and molecular build up. \$2.50 each; Henry Schuman, Inc., 20 E. 70th St., New York 21.

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**DAVID STARR JORDAN: PROPHET OF FREEDOM**, Edward McNail Burns, 256 pp., \$5.00. Stanford's first president



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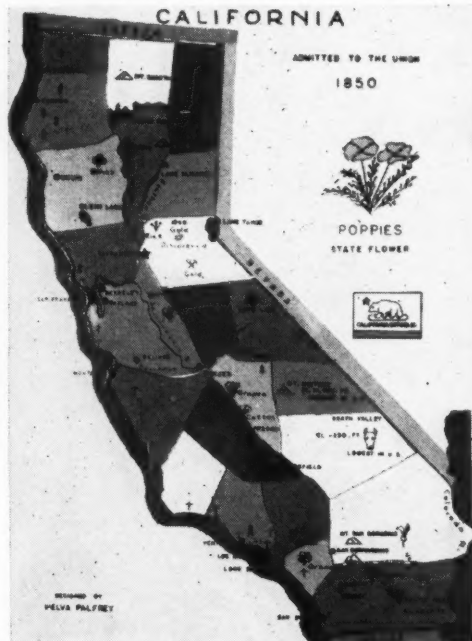
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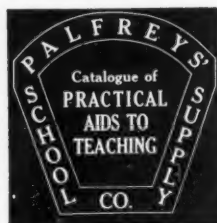
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held strong personal views on militarism, education, democracy, sports, Fascism, Communism, and morals. A leader who believed in action, controversy swirled about Jordan during his long pioneering contribution on the Palo Alto Farm. Dr. Burns, chairman of the department of political science at Rutgers University, examined the published and unpublished works of the prolific writer and augmented his findings by interview with Jordan's widow in order to produce a significant and useful biography of an eminent Californian.

**THE STORY OF CYRUS AND SUSAN MILLS**, Elias Olan James, 288 pp., \$5.00. Mills College in Oakland, the first established girls' school west of the Mississippi, is now nationally famous. The early trials and difficulties of the man and wife who organized and operated the college make a story packed with drama and action. The author, Dr. James, taught English on this campus for 40 years before his recent retirement. He has combined research, reminiscence and anecdote drawn from personal experience to draw sharp, interesting, and informative portraits of the principals.

Both books add immensely to our bibliography of California educators who have contributed to our western cultural tradition. Every teacher should read them for background on the development of higher education in this state. To supplement that reading, we recommend Roy Cloud's **EDUCATION IN CALIFORNIA**, also published by Stanford at \$6.00. The late executive secretary of CTA wrote authoritative history, spiced with personal observation and acquaintance with educational leaders. — JWM.

### PROFESSIONAL

**Curriculum Trends and Teacher Education**, Thirty-second Yearbook, Association for Student Teaching, Lock Haven, Pa., 1953 Pp. 299. \$2.00

Teacher-educators, those on college staffs and all those in public school systems, will be concerned with the implications of studies presented in Part I of the Yearbook. UCLA Professors Bond and Hockett present their conclusions regarding the extent to which programs of teacher-education prepare teachers to recognize and use newer curriculum and instructional practices. For purposes of the studies the authors established lists of modern curriculum trends upon which there would be close agreement among professional educators. The trends, accompanied by six pertinent questions, were submitted to leaders in a variety of teacher-education institutions in the United States. Among other important queries, teacher-educators were asked this question:

To what extent do schools employing your teachers give them encouragement and assistance in putting the



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trend or change into practice? What per cent of the schools give such help?

The replies of the 73 teacher-educators to this question are disheartening. The reported results should stimulate vigorous action to close the unhealthy gap presently existing between the education of a teacher and the practice of teaching.

Part II of the Yearbook contains descriptions of twelve professional teacher-education programs. With the exception of Washington's six-year general certificate plan no new frontier plans are in evidence. Continued concern with more extensive community laboratory experiences is noted in the several descriptions.

Part III provides the excellent annotated bibliography that has come to be expected in the Association's Yearbook. — C. H.

**Incentives Used in Motivating Professional Growth of Teachers.** Cory, N. Durward, North Central Association of Colleges and Secondary Schools, 1953. Pp. 20. 25c.

This is a concise and worthwhile report of a study concerning the real incentives which are most important in teacher growth. Administrators and teachers considering plans for in-service programs will value the points of view and the multitude of practical suggestions presented. The pamphlet can be secured from Dr. Charles W. Boardman, University of Minneapolis. Quantities of ten or more, 15c each.

**Elementary School Objectives.** Kearney, Nolan C., a report prepared for the Mid-century Committee on Outcomes in Elementary Education. New York, Russell Sage Foundation. 1953, Pp. 189, \$3.00.

This report attempts to present an inclusive and useful listing of attainable goals for American elementary education. The report will have many uses, most important of which is in the field of educational measurement. Simplicity of presentation makes the statement a useful source book for lay groups concerned with elementary education. Such names as Blough, Strang, Hefferman, Wrightstone, Olson and Havighurst appear among the thirty-four consultants, critics and surveyors who made up the Mid-century Committee.

## "Look, Hear, Now"

By Dorothea Pellett

Audio-Visual Consultant

Public Schools, Topeka, Kansas

(Films are 16mm sound, black-and-white, "classroom-tested," and may be secured from local distributors. For those you are unable to locate, a note to Mrs. Pellett will be forwarded to the producers.)

**Story Acting Is Fun** (10 min. color also, Coronet Films).

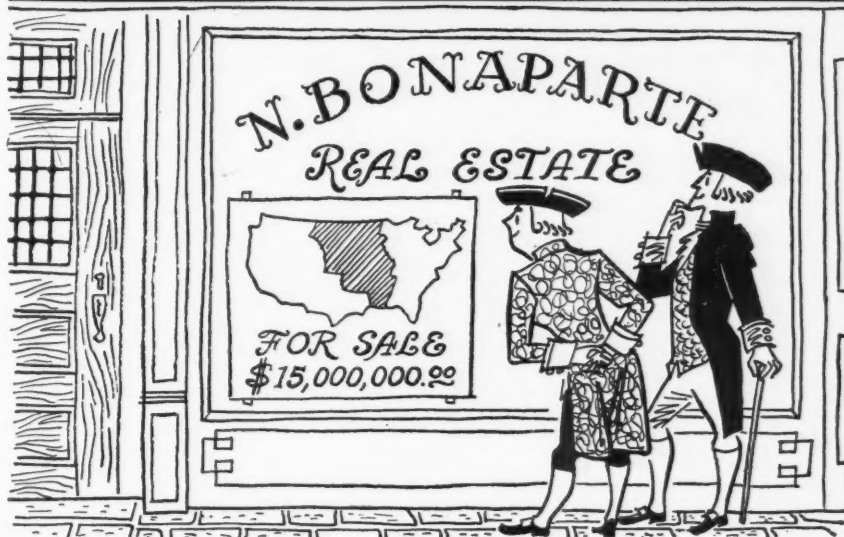
Creative imagination in full expression is this film's demonstration and appeal. Persons who care more for the best development of children than for their exploitation in "school plays" (which too often are tragedies educationally and otherwise) will see their ideas living in the classroom pictured here. Mr. Carlson, an example of

what a good teacher can be, stimulates his students (about 12-year-olds) to work in groups, to evaluate themselves and their peers constructively, and — bless him! — to use the grace and ingenuity of creative imagination! Cut-backs show children acting a real life experience (taking a picture), an excerpt from a poem, an episode from history, to show how skills have been developed. After reading from Tom Sawyer, groups of children act out scenes impromptu (no learned lines) with of-the-

moment costumes and props. Then children tell how they could do it better, and do it again with another actors' group. Everyone has had fun, will remember longer with more meaning and feeling, and has succeeded in self-expression. Children seeing this film want to try their own imaginations, and their teachers will realize, surely, how to encourage this type of activity. It's a **must** for teacher-training for its example of classroom atmosphere and its emphasis on right values.

## ENJOYABLE LEARNING EXPERIENCE

A suggestion we hope you find interesting and useful



## The Louisiana Purchase

Like so many teachers, you probably are interested in helping your class or school celebrate the 150th Anniversary of this great event. Here may be a few useful ideas.

If looking for free map (suitable for framing) and fascinating facts about the Purchase, write to *The Louisiana Purchase Association*, at 609 International Building, New Orleans, La.

This momentous event doubled the then present size of the United States, involving 17 states. So it is endless in interesting themes. And any subject you teach, even arithmetic, can be related and integrated.

**Enchanting** learning experience is gained through the making of a case history of the Purchase. The library provides ample source material. A quill pen might be used for making

facsimiles of letters and documents.

**Then**, in the light of the accelerated speed in communications, have another file prepared. This, to show how the Purchase might have been negotiated today.

**There'd be** telegrams, cablegrams, radio messages; memos of transatlantic phone conversations; jet plane tickets; reservations on swift-going ocean liners. It would be interesting to note postage changes. *UN* might play a part. Final record, microfilmed.

**For school** corridors, giant outline-poster of 17 states with products and industry. Other rooms, cooperating.

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**Don't Get Angry** (10 min. color, Encyclopaedia Britannica Films).

—But Anger is Natural, the title adds. Safe ways to blow off steam are suggested, and an apt cartoon sequence shows why we "boil" as it compares us to a tempestuous teapot. Boys and girls, junior high age and younger, are seen in commonly-happening anger-provoking situations. Their "natural" response and a "better" one are both shown. Of the audience the film asks: "What are some good ways to get rid of anger; what would You do?" Rose Alschuler, eminent child psychologist, helped make this film and its companion, "Don't Be Afraid," for children and their grown-up friends.

**Don't Be Afraid** (10 min. color, Encyclopaedia Britannica Films).

Billy and his mother talk it over when Billy seems to fear the dark. In matter-of-fact way, Mother explains that no one need be ashamed of being afraid, cites examples of her own and others' fears, showing that some fears are danger signals. "What if we're still afraid when we know that things won't hurt us?" Billy asks. They talk about fears of this type, and see that understanding the cause helps, illustrating one way to overcome fears. Children and adults will gain a start on their own understandings, since the fears discussed are typical of those experienced by many persons.

**Hunters of the North Pole** (10 min., Sterling Films).

We spend a season at the top of the world where Canada meets Greenland, with the people whose life depends on the hunt. Wary hunters with dog teams and sleds seek the seal, find the Enemy Polar Bear and the swift spear makes its mark. July's melting snow makes water-bogged tundra and the sled doubles as boat on the walrus hunt. This catch is completed by kayak and harpoons with sealskin floats. September's blizzards shrink the frozen world to the glimmer of light inside the winter homes where woman's work is seen. Pictures and narration interest elementary and upper levels alike.

**A Citizen Participates** (10 min., Young America Films).

Elmdale's problem, how to get a resident physician, is the example this film uses dramatically to show the kind of individual and group action necessary in a democratic society. No one "woke up" until Bert Henderson did, and he did because one night his child was suddenly ill. Starting his small community to action, he worked through already organized groups in a cooperative division of responsibility, determination of need, and ways to concerted action. High school students and adults can see the progressive steps of action, see why each person must use his own powers to make his life and his government what he wants them to be. Elmdale is Your-town, USA; Bert Henderson is YOU.

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## Chartering of Units Continues

AN indication of the rapid growth of CTA organizational stability at the "grass roots" is seen in the fact that the Journal published No. 282 in September 1952, an increase of 75 up to June, 1953.

Local and county teacher clubs desiring an official CTA charter may obtain full information by requesting descriptive folders from Field Service.

Names of local associations chartered since the last acknowledgement are shown below.

- 347 Associated Teachers of Pixley, Tulare county.
- 348 Mountain View Elementary Teachers Association, Santa Clara county.
- 349 Palos Verdes Estates Faculty Club, Los Angeles county.
- 350 United Faculty Club, Merced county.
- 351 Lancaster Elementary Teachers Association, Los Angeles county.
- 352 Millbrae District Teachers and Principals Association, San Mateo county.
- 353 Campbell Union High School Faculty Club, Santa Clara county.
- 354 Tri-School Faculty Club, Ventura county.
- 355 Santa Rosa Junior College Teachers Association, Sonoma county.
- 356 Simi Valley Unified School District Teachers Club, Ventura county.
- 357 Clovis High School Teachers Association, Fresno county.
- 358 Associated Teachers of Sequoia Union High School District, San Mateo county.
- 359 Oakley Union Teachers Association, Contra Costa county.

**PLANNING YOUR FUTURE**, Fourth Edition, has been completely re-written with 250 new illustrations and 31 new charts. The book provides latest available occupational statistics and information about labor laws and work opportunities. Emphasis is on the advisability of planning instead of drifting and on self-study by each student of his interests, aptitudes, personality traits and limitations.



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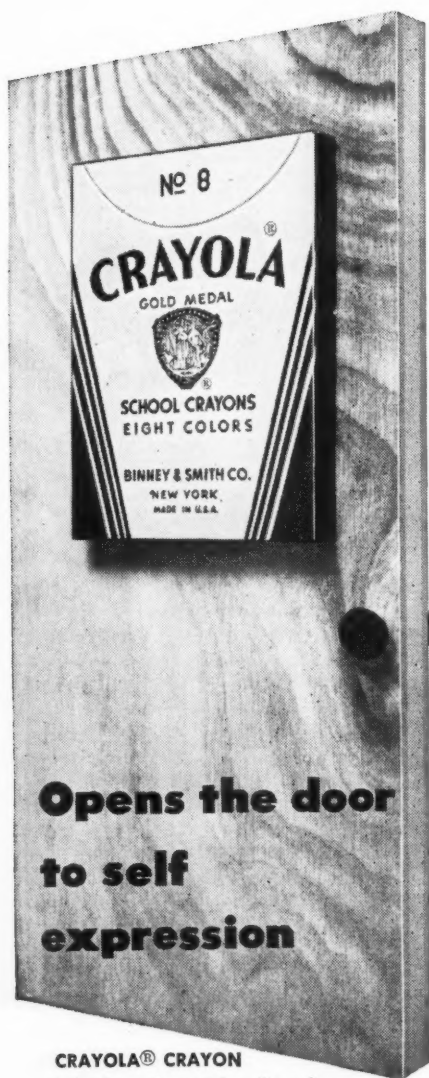
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#### NOTICE TO STATE COUNCIL REGARDING BY-LAWS

In accordance with Article XIII, Section 1, notice is hereby given by unanimous vote of the Board of Directors, California Teachers Association, that the State Council of Education will be requested at its meeting on December 12, 1953, to vote on the following amendments to the California Teachers Association By-Laws:

1. Amend Section 1a, of Article II as follows:

**ACTIVE MEMBERS.** Any certificated teachers or administrator actively employed in any division of the California public schools, and any faculty member actively employed in the State colleges, the State university, or other higher educational institutions in the State of California, or any other person interested in the advancement of public educational institutions in the State of California, or any other person interested in the advancement of public education and approved for membership by the board of directors, may become an active member upon payment of membership dues. Upon retirement from his employment an active member may elect to become a retired active member.

1. Amend Section 5 of Article II, by removing the period at the end of the last paragraph of that section and adding the following thereto:

**PRIVILEGES OF ACTIVE AND LIFE MEMBERS IN GOOD STANDING.** Active and life members in good standing and in active service in any division of the public schools of California or as a member of the faculty of a higher educational institution in California shall be entitled to the following privileges:

- a. The right to vote in the Section where affiliated on all matters submitted to the membership.
2. Eligibility to elective and appointive office in the Association.
- c. Admission to and participation in Association meetings.
- d. Eligibility to appointment to committees of the Association.
- e. Receipt of publications and reports.
- f. All Association services available to the membership.

Other active and life members, student members and honorary members shall have all of the privileges set forth above, with the exception of the privileges listed under subdivision a and b and with the further exception that retired active members shall only be entitled to participate in insurance programs sponsored by the Association to the extent permitted by resolution of the Board of Directors.

#### The "Kinsey Report" on women



By Alfred C. Kinsey, Wardell B. Pomeroy, Clyde E. Martin, Paul H. Gebhard, and others on the staff of the Institute for Sex Research at Indiana University.

This is the "Kinsey Report" on women—the interesting and readable study of female sexual behavior, of the factors that influence it, and of its social and legal implications. The findings reported by the authors indicate the need for revision of many current theories on the subject.

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ANITA D. V. EMERY

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# Letters

Dear Sir:

Dorothy Thompson is crying. And thousands cry with her, for school children it seems are no longer being well taught.

Between sobs, Dorothy has dug into an old attic and documented her statements by producing compositions written as a boy by Sinclair Lewis. These she observes are far superior to those now written by the children of today.

Stop crying, Dorothy.

When Sinclair was a lad other thousands wept bitterly because schools were turning out none to equal William Cullent Bryant, who at seventeen had written the first draft of "Thanatopsis."

Stop crying, Dorothy, even though you hear many teachers crying, too.

Check anywhere, Dorothy, and learn that mere babies are being sent to high school these days. Year by year, entering freshmen are smaller and smaller. This observation is easily documented.

But there are some, Dorothy, who will say that this simply is not true, and who will produce charts to show that year by year entering freshmen are taller and heavier. However, pay no attention to the statistical findings. The countless thousands can not be wrong.

Discount the statements of educators, too, Dorothy. They are prejudiced.

Rule out quiz kids. They are exceptions.

Dismiss the testimony of military experts that World War II would have been lost by an army with a World War I educational level.

Disregard claims that teachers are

better trained, and that the radio, the movie, and the television screen are typical of improving educational method.

Scratch the statements of librarians concerning increasing circulations.

Forget the claims of publishers to expanding markets.

But, Dorothy, you can't forget that there are today more thousands of brilliant young chemists, physicists, doctors, lawyers, artists, playwrights, movie and television producers than at any time in our history.

Stop crying, Dorothy.

Reread, *I Was a Hobo Kid*, by Billie Davis in the December 13 issue of the Saturday Evening Post, and renew your faith in the power of the public schools to teach Americanism.

Brush away the tears, Dorothy.

Perhaps it is all a bad dream about things that simply are not true.

There is a law that safeguards America; a law inexorable in application. It is the law of supply and demand. The inventiveness of man has created a demand for leadership beyond anything ever dreamed of. The era of expanding industry lying ahead will completely transform the world of

the immediate future beyond current understanding.

Children of today will direct the power packed world of tomorrow. But in that world the minds of men will still govern, and the power of the written word, the spoken phrase, the artist's brush, and, yes, the mother's smile will still be superior to mechanical servants.

Dorothy, the demand for leadership is expanding. Fear not, the heredity that has made America will not fail us.

We have a guaranteed, inexhaustible supply of leaders.

So there, Dorothy, don't cry.

Robert Lee

Supt., Turlock Elementary Schools

*Written as a reply to a critical article by the famous columnist in the February edition of Ladies Home Journal, Mr. Lee says*

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Bulletin, Natl. Assn. Sec. School Principals

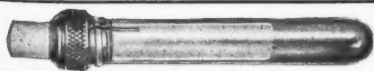
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### COVER GIRL MARRIES

Janet Dillan, our Journal "cover girl" in April, was married in June. A graduate of San Mateo high school and junior college, she had won her degree from the University of Minnesota. She was teaching an eighth grade class—her second year of teaching—when a photographer snapped the picture used on our cover. Miss Dillan is now known as Mrs. Flint Harding Jr. of Minneapolis.



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# YOURS for the Asking

Advertisers in CTA Journal bring you the new ideas in equipment, supplies, books, and general teaching aids. Watch for their offerings regularly. Order at once, so that you will be certain of getting what you want before it is out of print. You will receive material more promptly if you write directly to the advertiser. For ease in ordering several items, use the coupon below.

1b. **Map** suitable for framing, showing the Louisiana Purchase. Several ideas for celebrating the 150th Anniversary are offered in the Wrigley advertisement in this issue. The map will be supplied by The Louisiana Purchase Association until Oct. 1.

2b. **Posture Posters** set of 7—designed for use in the classroom to assist teachers in maintaining healthful posture. (American Seating Company.)

3b. **New Aids to Help Teach Menstrual Hygiene.** Indicate quantity desired of each number. (Personal Products Corporation.)  
1. Growing Up and Liking It. A booklet for teen-age girls. 2. Sally and Mary and Kate Wondered. A booklet for pre-adolescent girls. 3. It's So Much Easier When You Know. A booklet for fully-matured girls. 4. Educational Portfolio on Menstrual Hygiene. A complete teaching kit. 5. How Shall I Tell My Daughter? A booklet for mothers.

4b. **Let's Explore** with Shaw Finger-Paint and Genie Handipaint—an eight-page booklet filled with suggested experiments in art and crafts. (Binney & Smith.)

5b. and 6b. **You're a Young Lady Now** and **Very Personally Yours** are two free booklets on menstruation for all age groups. Indicate number desired for classroom distribution. (International Cellucotton Products Co.) 5b. You're a Young Lady Now is especially written for girls 9 to 12. It explains menstruation as a normal part of

life; tells a girl how to take care of herself when that day does arrive. 6b. Very Personally Yours. This booklet is for girls 12 or over. Its simple, straight-forward presentation of accurate, scientific facts has won wide acclaim.

7b. **Sunshine Fund Raising Plan for Schools and Organizations.** Complete details for raising class funds through group sales of greeting cards. Includes samples on approval. (Sunshine Art Studios.)

8b. **Detailed Information** on the new RCA Tape Recorder. (Radio Corporation of America.)

9b. **Three Audio-Visual Handbooks:**  
1. Teaching with Tape Records. 2. Teaching with 16 mm Motion Pictures. 3. Screen Adventures—Ampro film source book. Indicate on the coupon below which of these handbooks you wish. (Ampro.)

14b. **Music Map of America.** A full-color, pictorial map of the United States that traces in terms of folk music the westward movement of the American Frontier. This map is available to all teachers in the seven western states. (Standard Oil Company of California.)

19b. **Railroads Deliver the Goods.** A cartoon narrative (comic type booklet) on freight service. Sample copy now, with classroom quantities available free on subsequent request. (Association of American Railroads.)

## CTA SECTION LEADERSHIP TRAINING CONFERENCES

Bay Section	October 23-25	Asilomar
Central Coast Section	October 9-11	Asilomar
Central Section	November 13-15	Asilomar
North Coast Section	October 16-18	Hartsook Inn
Northern Section	September 18-20	Manzanita Lake
Southern Section	September 25-27	Camp Seeley

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## LETTERS . . .

(Continued from Page 39)

*a portion of his letter was published in July edition of L.H.J. In fairness to Miss Thompson, it should be added that some bitter criticisms have since been softened.*

Dear Mr. McKenney:

In the last issue of the CTA Journal you covered the various winners of Freedom Awards throughout the state. However, through some oversight two San Diego County winners were not included and I wondered if it would be possible for you to mention them.

The awards went to the Lincoln School in Vista, California, and to the La Mesa-Spring Valley School District.

The Lincoln School award was a result of an eighth grade citizenship unit which was designed and taught by Mrs. Anona S. Mayfield.

The La Mesa-Spring Valley award went to that district as a result of an "I Am An American" unit which was taught at all grade levels during the first week of school. The unit saw to it that each child studied his responsibility to the community. Mrs. Dorothy Harding developed this unit.

Both awards came as a result of the outstanding contributions which these two units made to education and to the American way of life.

Lambert W. Baker  
Research Coordinator  
San Diego County Schools

State Teachers Magazines, Inc.  
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School Name.....

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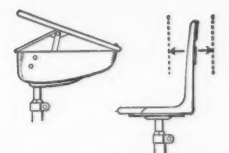


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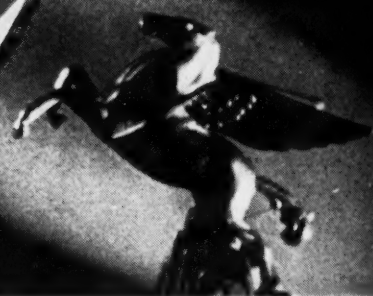
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